Magnolia Public Schools

Annual/Regular MPS Board Meeting

Date and Time
Thursday June 14, 2018 at 5:00 PM PDT

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

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-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

Agenda

	Purpose	Presenter	Time

I. Opening Items			**5:00 PM**
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 Special Ad-Hoc Committee Meeting from May 24, 2018	Approve Minutes		1 m
Approve minutes for Special Ad Hoc Committee Meeting on May 24, 2018			
G. Approval of Minutes of Regular Board Meeting from May 24, 2018	Approve Minutes		1 m
Approve minutes for Special Board Meeting on May 24, 2018			
H. Approval of Minutes of Special Board Meeting from May 24, 2018	Approve Minutes		1 m
Approve minutes for Special Board Meeting on May 24, 2018			
II. Consent Items			**5:06 PM**
A. Approval of MPS Student Attendance Policy	Vote	David Yilmaz	1 m
B. Approval of 2018-19 Student/Parent Handbook	Vote	David Yilmaz	1 m
C. Approval of Certification of Signatures Form for Charter School Funds Distribution Authorization	Vote	Barbara Torres	1 m
D. Approval of 2018-19 Financial Policies and Procedures Manual	Vote	Nanie Montijo	1 m
E. 2018-19 Certification of Assurances, Protected Prayer Certification, Application for Funding	Vote	Nanie Montijo	1 m
F. Approval of Local Control and Accountability Plans (LCAP) for all MPS	Vote	David Yilmaz	1 m
III. Closed Session			**5:12 PM**
A. Public Announcement of Closed Session	Discuss	Saken Sherkhanov	1 m
B. Conference with Legal Counsel - Anticipated Litigation - One Matter	FYI	Saken Sherkhanov	15 m
C. Public Employment: CEO & Superintendent	Discuss	Saken Sherkhanov	10 m
D. Report Out From Closed Session	FYI	Saken Sherkhanov	2 m
IV. Action Items			**5:40 PM**
A. Appt. CEO and Supt. or Designated Interim CEO and Supt. and Authorize Board Chair to Negotiate Agrmt	Vote	Saken Sherkhanov	10 m
B. Approval of New MPS Board Member Nomination	Vote	Nominating Committee	15 m
C. Election of 2018-19 MPS Board Officers & Committee Chairs & Approval of 2018-19 Committee Calendars	Vote	Saken Sherkhanov	10 m

D. Approval of Resolutions for Magnolia Science Academy- 6, 7 and Santa Ana Charter Renewal Petitions	Vote	Ismael Soto	10 m
E. Award of five (5) Contracts for the MSA-1 Construction & Tenant Improvement Project	Vote	Patrick Ontiveros	10 m
F. Approval of 2018-19 Magnolia Public Schools Budget Including Master List of Contracts over $25,000	Vote	Finance Committee	30 m

V. Discussion Items — 7:05 PM

A. Financial Update- April 2018	Discuss	N. Montijo & Kristin Dietz	10 m
B. Facility Updates	Discuss	Patrick Ontiveros	15 m

VI. Closing Items — 7:30 PM

A. Adjourn Meeting	Vote		

Cover Sheet

Approval of Minutes of Special Ad-Hoc Committee Meeting from May 24, 2018

Section:	I. Opening Items
Item:	F. Approval of Minutes of Special Ad-Hoc Committee Meeting from May 24, 2018
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Ad Hoc Committee Meeting on May 24, 2018

APPROVED

Magnolia Public Schools

Minutes

Special Ad Hoc Committee Meeting

Date and Time
Thursday May 24, 2018 at 10:00 AM

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

Committee Members who participated remotely joined from the following locations:
• 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)

MPS Ad-Hoc Committee Members:
Dr. Saken Sherkhanov
Dr. Umit Yapanel
Ms. Sandra Covarrubias
Ms. Diane Gonzalez

CEO & Superintendent:
Dr. Caprice Young

Committee Members Present
S. Covarrubias, S. Sherkhanov, U. Yapanel (remote)

Committee Members Absent
D. Gonzalez

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 Thursday May 24, 2018 @ 10:33 AM at MPS Home Office: 250 E. 1st St. Suite 1500 Los Angeles, CA 90012.

B. Record Attendance and Guests
Please refer to attendance information above.

C. Pledge of Allegiance
There was no Pledge of Allegiance.

D. Public Comments
There were no public comments.

E. Approval of Agenda
U. Yapanel made a motion to approve the agenda as presented.
S. Sherkhanov seconded the motion.
The committee **VOTED** unanimously to approve the motion.

Roll Call

U. Yapanel	Aye
S. Sherkhanov	Aye
S. Covarrubias	Aye
D. Gonzalez	Absent

II. Closed Session

A. Public Announcement of Closed Session
S. Sherkhanov, MPS Ad-Hoc Committee Member, announced in Open Session that the committee would be going into Closed Session to discuss the Public Employment CEO and Superintendent Search.

B. Public Employment: CEO & Superintendent
The committee discussed this item in Closed Session.

C. Report Out From Closed Session
The committee went back to Open Session at 10:59 pm. S. Sherkhanov, MPS Ad-Hoc Committee Member, reported out that the committee agreed on a timeline and would be conducting the first round of interviews and requesting recommendation letters. No other actions were taken.

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 11:00 AM.

Respectfully Submitted,
S. Sherkhanov

Cover Sheet

Approval of Minutes of Regular Board Meeting from May 24, 2018

Section:	I. Opening Items
Item:	G. Approval of Minutes of Regular Board Meeting from May 24, 2018
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on May 24, 2018

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Thursday May 24, 2018 at 4:00 PM

Location
MSA- San Diego 6525 Estrella Ave. San Diego CA 92120

Board Members who participated remotely joined from the following sites:
• MSA-3 1254 E. Helmick St. Carson, CA 90746
• MSA-7 18355 Roscoe Boulevard Northridge, CA 913525
• MSA- SA 2840 W 1st St. Santa Ana, CA 92703
• 1400 6th Ave. Seattle, WA 98101 (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

Directors Present
C. Brimmer, H. Beliak (remote), S. Covarrubias, S. Dikbas, S. Orazov, S. Sherkhanov

Directors Absent
D. Gonzalez, U. Yapanel

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 May 24, 2018 @ 4:27 PM at MSA- San Diego 6525 Estrella Ave. San Diego CA 92120.

B. Record Attendance and Guests

Refer to attendance information above.

C. Pledge of Allegiance

B. Torres, MPS 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.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

II. Action Items

A. Creation of Ad-Hoc Committee for MSA-1 Construction Related Contracts

P. Ontiveros, MPS Facilities Director, explained to the Board the need to create an Ad-Hoc Committee that would have voting authority for MSA-1 facility projects between now and the next board meeting. He explained that urgent matters may arise and will have to be addressed immediately. Items that are not urgent will be brought to the full board rather than the Ad-Hoc committee. S. Sherkhanov, requested that any change orders or amounts over $5,000 be approved by the full Board rather than the committee. All questions were addressed.
S. Sherkhanov made a motion to create an Ad-Hoc Committee consisting of Board Members C. Brimmer, S. Sherkhanov, U. Yapanel, and S. Covarrubias (alternate) for MSA 1 constructions related items.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

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 4:41 PM.

Respectfully Submitted,
S. Sherkhanov

Cover Sheet

Approval of Minutes of Special Board Meeting from May 24, 2018

Section:	I. Opening Items
Item:	H. Approval of Minutes of Special Board Meeting from May 24, 2018
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on May 24, 2018

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Thursday May 24, 2018 at 4:00 PM

Location
MSA- San Diego 6525 Estrella Ave. San Diego CA 92120

Board Members who participated remotely joined from the following sites:
• MSA-3 1254 E. Helmick St. Carson, CA 90746
• MSA-7 18355 Roscoe Boulevard Northridge, CA 913525
• MSA- SA 2840 W 1st St. Santa Ana, CA 92703
• 1400 6th Ave. Seattle, WA 98101 (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

Directors Present
C. Brimmer, H. Beliak (remote), S. Covarrubias, S. Dikbas, S. Orazov, S. Sherkhanov

Directors Absent
D. Gonzalez, U. Yapanel

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 May 24, 2018 @ 4:27 PM at MSA- San Diego 6525 Estrella Ave. San Diego CA 92120.

B. Record Attendance and Guests

Refer to attendance information above.

C. Pledge of Allegiance

B. Torres, MPS 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.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

II. Action Items

A. Creation of Ad-Hoc Committee for MSA-1 Construction Related Contracts

P. Ontiveros, MPS Facilities Director, explained to the Board the need to create an Ad-Hoc Committee that would have voting authority for MSA-1 facility projects between now and the next board meeting. He explained that urgent matters may arise and will have to be addressed immediately. Items that are not urgent will be brought to the full board rather than the Ad-Hoc committee. S. Sherkhanov, requested that any change orders or amounts over $5,000 be approved by the full Board rather than the committee. All questions were addressed.
S. Sherkhanov made a motion to create an Ad-Hoc Committee consisting of Board Members C. Brimmer, S. Sherkhanov, U. Yapanel, and S. Covarrubias (alternate) for MSA 1 constructions related items.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

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 4:41 PM.

Respectfully Submitted,
S. Sherkhanov

Cover Sheet

Approval of MPS Student Attendance Policy

Section:	II. Consent Items
Item:	A. Approval of MPS Student Attendance Policy
Purpose:	Vote
Submitted by:	
Related Material:	II A Student Attendance Policy.pdf

Board Agenda Item #	Agenda # II A- Consent Item
Date:	June 14, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Student Attendance Policy

Proposed Board Recommendation

I move that the board approve the Student Attendance Policy.

Background

It is MPS' intent to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

MPS has always had guidelines for student attendance in the Student/Parent Handbook, but we did not have a standalone attendance policy that addresses all aspects of student attendance. Over the years we have been discussing attendance related questions and possible solutions, such as what happens if a student does not show up on the first few days of school or is absent for ten days in a row without a valid excuse; how do we address habitual truancy issues; can we form a Student Attendance Review Team (SART) to address chronic absenteeism, etc. This comprehensive policy addresses our questions and provides important guidelines to the schools.

During 2017-18 we received feedback and many questions from our office staff and school administrators which initiated the need for a more comprehensive policy and we worked closely with our legal counsel in finalizing the attached policy. The Attendance Policy is inserted into the 2018-19 Student/Parent Handbook in its entirety. We have also created sample documents (truancy letter, SART agreement, etc.) that go along with the policy which are not included in the handbook but will be shared with our school administrators.

Budget Implications

N/A

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

We believe that this policy will clarify most attendance related issues and support our schools in reducing truancy/chronic absenteeism.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Student Policies - Attendance Policy

MAGNOLIA PUBLIC SCHOOLS (MPS) ATTENDANCE POLICY

It is the intent of the Governing Board of the Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Excused Absences/Tardies for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Professional appointments such as medical, dental, optometric, or chiropractic appointments:
    a. Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.
4. Attendance at funeral services for a member of the immediate family:
    a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
    b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with MPS policy:
    a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester;
5. Attendance at the pupil's naturalization ceremony to become a United States citizen;
6. Attendance at an employment conference;
7. Take Our Daughters and Sons to Work Day.

Other reasons will be considered that are requested in writing and approved by MPS. If the excuse is not one of the valid excuses listed above, the MPS administrators are authorized to excuse school absences due to the pupil's circumstances on a case-by-case basis.

Unexcused Absences/Tardies for Classroom Based Attendance

Students will be marked unexcused if they:

1. Do not bring a written note within two (2) school days following an absence;
2. Leave school without signing out at the school office;
3. Are absent from class without teacher permission, including walking out of class;
4. Are absent from class without parent permission, (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission);
5. Get a pass to go to a certain place but do not report there; and/or
6. Are absent/tardy for reasons **not acceptable** to the administration including but not limited to:
    - Not waking up on time
    - Transportation problems (missing the bus, traffic, car trouble, etc.)
    - Inclement weather
    - Running errands for family
    - Work
    - Babysitting
    - Hair appointment
    - Needed at home
    - Vacations or trips
    - Athletic workout
    - Socializing/Lingering in the hallway

Method of Verification

A parent/guardian must inform the MPS main office via phone of their child's absence/tardy the morning of the absence/tardy. When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence/tardy within two (2) school days of the excused absence and/or upon the student's return. If a satisfactory explanation is not provided within two (2) school days of the absence/return, the absence will be marked as "unexcused." The following methods may be used to verify student absences/tardies:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

a. Name of student;

b. Name of parent/guardian or parent representative;

c. Name of verifying employee;

d. Date or dates of absence; and

e. Reason for absence.

3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.

4. Healthcare provider verification

   a. When excusing students for confidential medical services or verifying such appointments, MPS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.

   b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had twenty (20) absences in the school year verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Students the arrive to school late must report to the main office when he or she arrives. If the student fails to do this, he or she will receive an unexcused tardy. If the student fails to present a satisfactory explanation verifying the reason for the tardy, he or she will receive an unexcused tardy. The student will be given a "late slip" from office staff to be admitted to class.

Extracurricular Activities

When a student misses ten (10) full unexcused days in a semester, he or she may not be allowed to participate in any extracurricular activities in that semester. Special circumstances with documented explanations should be reviewed with the administration. After twenty (20) unexcused absences/tardies, the student will not be allowed to walk on stage for promotion/graduation.

Make up Work for Excused Absences

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

Independent Study Policy

Students with a legitimate need for an extended absence can enroll in independent study. Please see the main office of your MPS school for the independent study policy.

Unexcused Absences/Truancy for Classroom Based Attendance

Each person between the ages of 6 and 18 years old is subject to compulsory full-time education. (Education Code sections 48200 and 48410). Students shall be classified as "truant" if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code section 48260). Such students shall be reported to the MPS Principal or designee.

In addition, students shall be classified as a "chronic truant" if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date. (Education Code section 48263.6).

The MPS Principal or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, MPS is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, MPS will implement the processes described below.

PROCESS FOR UPHOLDING THE ATTENDANCE POLICY

First Day of School Process:

When students are not in attendance on the first five (5) consecutive days of school, MPS will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify MPS of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be voluntarily disenrolled from the MPS roster, as it will be assumed that the student has voluntarily chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. MPS will use the contact information provided by the parent/guardian in the registration packet.

6. The District of Residence will be notified of the student's failure to attend MPS and the voluntary disenrollment.

Truancy Process:

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. In addition, the student's classroom teacher may also call home and/or MPS may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from MPS. This letter must be signed by the parent/guardian and returned to MPS. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, MPS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student Success Team (SST) and the MPS Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel can include, but is not limited to, the following school members: School Administrators, School Psychologist, Counselor, Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The panel may be composed of any individual who is working with the family and has a viable interest in the student's school attendance. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
    a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
    b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

i. Parent/guardian to attend school with the child for one (1) day

ii. Student retention

iii. After school detention program

iv. Required school counseling

v. Loss of field trip privileges

vi. Loss of school store privileges

vii. Loss of school event privileges

viii. Required remediation plan as set by the SART

ix. Notification to the District Attorney

c. The SART panel may discuss other school placement options.

d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from MPS and notification of the disenrollment sent to the student's district of residence.

7. For all communications set forth in this process, MPS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update MPS with any new contact information.

8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to MPS' communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences or tardies, the parent/guardian may receive notice that the student is in in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused absences or tardies. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily disenrolled from MPS. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the MPS CEO or designee for review of the matter and final decision. If the MPS CEO or designee makes the decision to disenroll, notice will be sent to the student's district of residence within thirty (30) days. The MPS CEO or designee decision not to disenroll the student does not prevent the SART panel from making a similar recommendation in the future.

Referral to Appropriate Agencies or County District Attorney:

It is MPS' intent to identify and remove all barriers to the student's success, and MPS will explore every possible option to address student attendance issues with the family. For any unexcused absence, MPS may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, MPS shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

The MPS Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Cover Sheet

Approval of 2018-19 Student/Parent Handbook

Section:	II. Consent Items
Item:	B. Approval of 2018-19 Student/Parent Handbook
Purpose:	Vote
Submitted by:	
Related Material:	II B Student:Parent Handbook.pdf

Board Agenda Item #	Agenda # II B – Consent Item
Date:	June 14, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the 2018-19 Student/Parent Handbook

Proposed Board Recommendation

I move that the board approve the 2018-19 Student/Parent Handbook.

Background

This is a routine annual item for the Board. MPS updates our Student/Parent handbook every year based on feedback from our stakeholders and legal counsel. It is a live document that is consistent with our charter petitions and practices at our school sites. The handbook includes most of our student policies in their entirety except those which are too long or specific to be fully included in a general student/parent handbook, such as independent study and forms or math placement policy. Each of those exceptions is included as a synopsis and the student/parent is referred to the full policy for details. All those policies are made available to the schools on our school websites and in the front office of our school sites for convenient access.

The handbook includes required annual notices and forms such as Title I meetings, parent-student-school compact, UCP, etc. It also includes agreements for students/parents to sign, such as the Student Technology Use Policy. Instead of mailing students/parents separate notices and forms to review and sign during the year, MPS has consolidated them in a single handbook with an acknowledgement and signature page at the very end. This approach has resulted in a handbook with a relatively larger size, but the benefits (compliance with notifications, convenient access to policies, etc.) have been worth it. Besides providing all necessary information in a single place to the stakeholders, our school administrators also find it very practical for accountability purposes.

Traditionally, Chief Accountability Officer trains MPS school site administrations on changes made to the handbook during the summer training and monthly academies throughout the year as well as leads discussion and collects feedback on our policies to guide for the following year's handbook.

Attached are the two versions of the proposed 2018-19 Student/Parent handbook: a clean one and a highlighted one which shows changes. Major additions/revisions to the 2018-19 handbook include: special grades in the grading module of Illuminate SIS, the revised and fully developed student attendance policy, removal of the "hair" section in the student uniform policy, inclusion of the full volunteer policy, and addition of our authorizers' contact information to the UCP.

MPS has a parent involvement policy, which is included in our student/parent handbook. This volunteer policy is more about volunteering and visitation procedures; details can be found in the attached. We have worked with our legal counsel in creating this policy. In doing that, we reviewed our handbooks, charter petitions, and comparable district policies.

Budget Implications

N/A

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

The Student/Parent Handbook includes updates to our student policies that will affect implementation of policies/procedures at the school sites.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- MPS Student-Parent Handbook_2018-19
- MPS Student-Parent Handbook_2018-19 (with highlights) (that shows additions/revisions)

Magnolia Public Schools

Student/Parent Handbook

2018-19

Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Tel: (213) 628-3634
Fax: (714) 362-9588

www.magnoliapublicschools.org

Dear Parents and Students,

Magnolia Public Schools (MPS) staff believes that education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. This handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled this student-parent handbook (pending board approval), which addresses the school's regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Sincerely,

MPS Administration

Magnolia Public Schools

The Vision

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

The Mission

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

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

- *Excellence*
- *Innovation*
- *Connection*

Locations

Magnolia Science Academy-1	*18238 Sherman Way, Reseda, CA 91335*	*(818) 609-0507*
Magnolia Science Academy-2	*17125 Victory Blvd., Van Nuys, CA 91406*	*(818) 758-0300*
Magnolia Science Academy-3	*1254 East Helmick St., Carson, CA 90746*	*(310) 637-3806*
Magnolia Science Academy-4	*11330 W Graham Place, Los Angeles, CA 90064*	*(310) 473-2464*
Magnolia Science Academy-5	*18230 Kittridge St., Reseda, CA 91335*	*(818) 705-5676*
Magnolia Science Academy-6	*3754 Dunn Dr., Los Angeles, CA 90034*	*(310) 842-8555*
Magnolia Science Academy-7	*18355 Roscoe Blvd., Northridge, CA 91325*	*(818) 221-5328*
Magnolia Science Academy-8 (Bell)	*6411 Orchard Ave, Bell, CA 90201*	*(323) 826-3925*
Magnolia Science Academy-San Diego	*6525 Estrella Ave., San Diego, CA 92120*	*(619) 644-1300*
Magnolia Science Academy-Santa Ana	*2840 W 1st St., Santa Ana, CA 92703*	*(714) 479-0115*

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EQUAL OPPORTUNITY & NON- DISCRIMINATION STATEMENT

In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants and students regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, immigration status or citizenship, or sexual orientation in every aspect of the school community. MPS adheres to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

MPS is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. MPS prohibits discrimination and harassment based on an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy, childbirth or related medical condition, ethnic group identification, race, ancestry, national origin, immigration status or citizenship, religion, religious affiliation, color, creed, mental or physical disability, age, and any other basis protected by federal, state, and/or local law, ordinance, or regulation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by MPS.

Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all MPS programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in MPS programs or activities.

MPS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Based on Federal law, Title IX, State law and MPS policy, no student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, parenting, pregnancy, childbirth, false pregnancy, termination of pregnancy or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all MPS educational activities and programs, including: • Athletics • Physical education • The classes they can take • The way they are treated in the in educational programs and activities • The kind of counseling they are given • The extracurricular activities, programs and clubs in which they can participate • The honors, special awards, scholarships and graduation activities in which they can participate. Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, Title IX Coordinator, psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, including the Title IX Coordinator contact information, see the TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY in this Handbook.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in MPS policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

MPS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact MPS.

PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. These rights are:

1. The right to inspect and review the student's education records within 5 days after the day MPS receives a request for access. Parents or eligible students should submit to the MPS

principal or designee a written request that identifies the records they wish to inspect. The MPS official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA

   Parents or eligible students who wish to ask MPS to amend a record should write the MPS principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If MPS decides not to amend the record as requested by the parent or eligible student, MPS will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. See 'Pupil Records Challenges' section, below, for MPS' policy and procedures regarding this hearing.

3. The right to provide written consent before MPS discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to MPS officials with legitimate educational interests. An MPS official is a person employed by MPS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the MPS board. An MPS official also may include a volunteer or contractor outside of MPS who performs an institutional service of function for which MPS would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting MPS School official in performing his or her tasks. An MPS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, MPS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MPS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to MPS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires MPS to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. MPS may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. MPS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, MPS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to the procedures outlined here and more completely in the full policy;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the MPS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective

order;

9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by MPS with respect to that alleged crime or offense. MPS may disclose the final results of the disciplinary proceeding, regardless of whether MPS concluded a violation was committed.

Directory Information

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. MPS has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want MPS to disclose directory information from your child's education records without your prior written consent, you must notify MPS in writing at the time of enrollment or re-enrollment. Please notify the MPS Principal of your child's school at the contact number on Page 3.

A complete copy of the MPS policy is available upon request in each MPS school's main office.

RIGHTS AND RESPONSIBILITIES

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1st: Parents should encourage their child to talk with the teacher.

2nd: Parents can encourage their child to talk with an administrator.

3rd: If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1st: Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.

2nd: If the problem persists after a reasonable time, talk with the teacher again.

3rd: If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, please refer to the Complaint policies contained in this Handbook and available in the MPS office.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance.

Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner. Please see the "Conditions for Classroom and School Visitation, Shadowing, and Removal Policy" under the section titled "Visitors" in this Handbook.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in SIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in SIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in SIS.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

POLICIES AND PROCEDURES

As a student at MPS, you are required to abide by and respect all rules and regulations in the handbook, both on and off campus. The handbook was established to maintain a safe and healthy school environment conducive to learning.

I. ACADEMIC POLICIES

A. GENERAL GUIDELINES

CAASPP Opt Out:

MPS shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Child Find and Section 504:

MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special education and instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

MPS also recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of MPS. Any student who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodations by MPS. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of MPS' Section 504 Policies and Procedures is available upon request in each MPS school's main office.

Math Placement:

MPS has adopted a math placement policy to establish a fair, objective, and transparent protocol for placement in mathematics courses in order to ensure the success of every student. Please see the main office of your MPS school for the math placement policy.

Grading:

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At MPS course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on performance and practice assessments, as can be seen in the following table.

Aligned with the grading guidelines, each department will work with the Department Chair and the Dean of Academics to develop specific and consistent weights for each grading subcategory, to be shared with parents and students.

Teachers will create reasonable number of assignments for each subcategory in their grading system. Teachers will provide students with access to course material, homework assignments, projects, and students' grades through the school information system, and update SIS records daily/weekly.

Category	Subcategories
Performance Assessments *(Summative)* 70%	▪ Unit assessments *(no more than 50%)* ▪ Benchmark assessments *(no more than 30%)* ▪ Final assessment *(no more than 30%)* ▪ Performance tasks (Projects, portfolios, essays, artwork, models, visual representations, multimedia, oral presentations, live or recorded performances, labs, etc.)
Practice Assessments *(Formative)* 30%	▪ Independent practices ▪ Daily assignments ▪ Classwork ▪ Homework *(no more than 15%)* ▪ Warm-ups ▪ Reviews ▪ Quizzes

Extra Credit:

With prior approval from the Dean of Academics, teachers may offer extra credit. A maximum of five (5) extra credit points (out of 100-point numerical grade) may be applied to a student's grade in each of their classes. Additionally, for both English and Math classes, a student may earn up to five (5) extra credit

points by demonstrating growth in their overall MAP RIT scores, increasing the maximum allowable extra credit points to ten (10). Points may be earned in the testing cycle from Fall to Spring and would be applied to the student's second semester English/Math grades. If Winter MAP test is offered during the first semester, students may also earn points towards their first semester grades. For each point increase in their overall RIT score, students will earn one (1) point of extra credit towards their applicable grade, up to five (5) credit points maximum for each subject area. Regardless of their growth score, students will earn extra five (5) credit points if they meet or exceed the following "Standard Met" cut scores on their Fall or Winter MAP test in the first semester or Spring MAP test in the second semester:

Grade	MAP RIT ELA* F-W-S	MAP RIT Math* F-W-S
3	192-199-202	191-199-204
4	202-207-209	206-212-217
5	208-212-214	219-225-229
6	214-217-218	222-227-230
7	219-221-222	229-233-235
8	223-224-225	238-240-242
* Source: Linking Data Table: Smarter Balanced & MAP		
9	226-227-228	243-244-245
10	229-230-231	246-247-248
11	232-233-234	249-250-251

Homework:

Homework is essential to success at MPS. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, s/he should immediately contact the teacher who assigned it.

Generally, all homework assignments will be posted online, either on teacher/class web pages or on the school information system, which will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. SIS is not intended to replace contacting parents for regular conferences to discuss student progress.

Final Assessments/Exams:

All academic classes will have cumulative final assessments/exams at the end of each semester. These final assessments may be in different forms such as test, essay, project, book report, etc. depending on individual teachers' discretion upon approval by the MPS administration. All students are required to take these final assessments. Cumulative assessments are part of the college preparatory culture; these assessments will help students learn how to study more effectively, as well as improve their retention of the subject content.

Make-up Procedures - Incomplete Grades:

Every effort should be made for a student to make-up work as soon as possible when returning to school from an absence or series of absences. If a student fails to complete a significant number of performance and/or homework tasks due to absence or other extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval. If the necessary performance and/or homework tasks are not complete by the end of the following marking period, the report card grade will revert to the earned numeric grade. In the final marking period, an Incomplete (I) will revert to the earned numeric grade if not complete by a date agreed upon by the teacher and administrator.

Course Withdrawals:

Students may withdraw from a course without penalty of an F grade within 15 school days from the beginning of the course. After 15 school days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Class Change:

During the first 5 school days from the beginning of the course, students will attend the classes they are assigned and/or they signed up for; no changes will be allowed unless there is a scheduling error on the student's schedule. After the first 5 school days, if necessary academic changes arise, students will have 10 school days to complete changes. After 15 school days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Scheduling errors will receive immediate attention by the Dean of Academics. The following are considered scheduling errors: missing a class period, double up of courses in the same period, missing a course needed for graduation, student has not met the prerequisite for a course, etc.

The School will not consider schedule changes for the following reasons: to be with friends, to change teachers, athletics, early/late arrival adjustments (unless required by state or federal law), etc. Class change is at the discretion of the school administration.

B. ELEMENTARY SCHOOL GRADING SYSTEM

MPS will follow the standard scale below to assign percentages/proficiency level for semester work. Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Percentage	Achievement Level
90% - 100%	Level 4: Standard Exceeded
80% - 89%	Level 3: Standard Met
70% - 79%	Level 2: Standard Nearly Met
Below 70%	Level 1: Standard Not Met

Elementary School Grade Retention/Promotion:

The following is MPS' policy regarding the retention of pupils in grades K–5:

- Grades K–2: Any student who is not at benchmark based on reading benchmark assessments, math benchmark assessments or report card grades will be identified for retention. Retention will only occur if the teacher and parent are in agreement that retention is the best intervention to ensure student success.
- Grades 3–5: Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments (Level 1 on Smarter Balanced assessments) or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests will be identified for retention.

An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated plan by the principal, a letter shall be sent within five (5) school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

Report Cards:

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about

~~Numerical Grade~~	~~Letter-Grade Equivalent~~	~~Grade-Point Eqv. Unweighted~~	~~Grade-Point Eqv. Weighted~~
~~98 – 100~~	~~A+~~	~~4.0~~	~~5.0~~
~~93 – 97~~	~~A~~	~~4.0~~	~~5.0~~
~~90 – 92~~	~~A-~~	~~3.7~~	~~4.7~~
~~87 – 89~~	~~B+~~	~~3.3~~	~~4.3~~
~~83 – 86~~	~~B~~	~~3.0~~	~~4.0~~
~~80 – 82~~	~~B-~~	~~2.7~~	~~3.7~~
~~75 – 79~~	~~C+~~	~~2.3~~	~~3.3~~
~~70 – 74~~	~~C~~	~~2.0~~	~~3.0~~
~~***Below 70***~~	~~***F***~~	~~***0.0***~~	~~***0.0***~~

student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

Students will receive a progress report mid-semester and a final report card at the end of each semester. ~~Students will receive progress reports approximately every six (6) weeks and a final report card at the end of each semester.~~ Teachers will arrange a conference to discuss student progress with at least one parent/guardian each semester. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those identified for retention. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of MPS. MPS' school information system provides a very effective online communication tool for teachers, students and parents for course material, homework assignments, projects, course grade statistics and records of student grades. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can conference with teachers on an informal basis as needed, and on a formal basis at least twice (2) a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the Charter School's programs.

C. MIDDLE & HIGH SCHOOL GRADING SYSTEMS

Grading Scale:

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP, and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Numerical Grade	Letter Grade Equivalent	Grade-Point Eqv. Unweighted	Grade-Point Eqv. Weighted
98 – 100	A+	4.0	5.0
93 – 97	A	4.0	5.0
90 – 92	A-	3.7	4.7
87 – 89	B+	3.3	4.3
83 – 86	B	3.0	4.0
80 – 82	B-	2.7	3.7
75 – 79	C+	2.3	3.3
70 – 74	C	2.0	3.0
Below 70	***F***	***0.0***	***0.0***

Assignment Grades:

Teachers will create reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive numerical grades for each graded assignment and the student's final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 points. SIS will automatically convert student's final numerical grade to a final letter grade according to the scale in the above table.

MPS promotes use of numerical grades for grading accuracy and our teachers typically use numerical grades when grading student assignments. In the case that a letter grade or a check grade system is used for an individual assignment, SIS will convert those grades to numerical grades according to the following conversion table.

Standards-Based Grading (SBG):

Standards-based grading (SBG) measures student's mastery of the essential standards for a class, or how well the student understands the material in class. MPS would like to report grades that are accurate, consistent, meaningful, and supportive of learning. While most MPS teachers currently implement points-based grading and reporting, MPS encourages teachers to explore and implement standards-based grading and reporting. We will keep you updated of our progress.

No "D" Policy:

There will not be a "D" grade option in the grading scale. The primary concern of MPS is the educational success of our students. This policy will allow for MPS to maintain a high standard throughout its program and ensure that MPS students remain competitive, especially in the area of college and scholarship applications.

[For High School Only] The "No D Policy" applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a "D" grade prior to 2012-13 school year will keep their credits and do not have to make up credits for any previously passed course at MPS. Also courses transferred from another accredited school will appear on student's transcript as they are and "D" will be accepted as a passing grade for all transferred courses. Therefore, the "No D Policy" does not negatively impact graduation.

Determining Final Grades:

In middle and high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. MPS grade promotion policy is based on each semester grade and not on yearly average of two semester grades.

Letter Grade	→ Converted to Numerical Grade	Special Grades	→ Converted to Numerical Grade
A+	100	✓Check Plus ("+") + ✓	100~~100~~ ~~85~~100
A	97		
A-	92	✓-Check ("=") x	~~85~~70 ~~50~~85
B+	89		
B	86	Check Minus ("-")	70
B-	82		
C+	79	Unsatisfactory ("/")	50
C	74		
~~F~~	~~50~~	Missing ("M")	0
		Excused ("X")	N/A
		Not Assessed ("NA")	N/A

Week of the semester student enrolled in MPS	Weight of transfer grade	Weight of grade at MPS
1-6	0	1
7-9	1/3	2/3
10-12	1/2	1/2
13+	2/3	1/3

Grading for Transfer Students Entering Mid-Semester to MPS from Another School:

When a transfer student enters mid-semester to MPS, the transfer grade from the previous school for the same class, if available, will be given the following weights to determine the final semester grade:

Week of the semester student enrolled in MPS	Credit
1-6	Full credit enrollment
7-9	Student may or may not be enrolled in new class. If enrolled, it may be either for full credit or for no-credit observation only. Decision will be made on a case by case basis. If a decision is made for full credit enrollment, the student is expected to commit to intense intervention which may include attending after-school tutoring and receiving out-of-school support.
10+	Student may or may not be enrolled in new class. If enrolled, it is for no-credit observation only. The decision will be based on the best interest of the student.

The teacher may assign make-up work to determine the grade if no transfer grade is available. Make-up work must be assigned within a reasonable time frame that allows the student to complete the work for credit.

~~Week of the semester student enrolled in MPS~~	~~Credit~~
~~1-6~~	~~Full credit enrollment~~
~~7-9~~	~~Student may or may not be enrolled in new class. If enrolled, it may be either for full credit or for no-credit observation only. Decision will be made on a case by case basis. If a decision is made for full credit enrollment, the student is expected to commit to intense intervention which may include attending after-school tutoring and receiving out-of-school support.~~
~~10+~~	~~Student may or may not be enrolled in new class. If enrolled, it is for no-credit observation only. The decision will be based on the best interest of the student.~~

The following guidelines apply when a transfer student wants or needs to enroll in a class that s/he was not taking at her/his previous school. The decision will be made on a case by case basis.

Honor Roll/High Honor Roll:

At the end of each semester MPS publishes the honor rolls for students.

Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors). Students must pass all classes to make the semester honor rolls.

Grade requirement for school team participation:

All students are required to maintain a "C" or better in all classes to play/participate on a school team.

Middle School Grade Promotion:

Core Courses: Core courses are Math, Science, English Language Arts, and History/Social Science.

Criteria: To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year.

Summer School: Students who fail any core courses should attend summer school at MPS, if available, or at a public school to make up failed course courses during summer. Students who perform successfully at summer school will receive a passing grade as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If a student earns passing grades during the summer for all the failed core courses and have a recalculated GPA of at least a 2.0, he or she may be promoted to the next grade.

Retention: If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, student will be recommended for retention in the current grade unless the school administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s)/guardian(s) before the end of the school year informing them that their child is at risk of retention.

- A meeting will be set up with the parent(s)/guardian(s). The student's grade reports shall be provided to and intervention options, including summer school, will be discussed with the student's parent(s)/guardian(s). The parent(s)/guardian(s) may be informed at that meeting that their child is recommended for retention. This meeting will be documented with an academic support plan signed by the school administration and the parent(s)/guardian(s).
- By the end of the summer before the start of the next school year, the school administration will make their final decision based on student's performance in summer school and readiness for next grade. A letter shall be sent to formally inform the student's parent(s)/ guardian(s) of the school administration's decision regarding the retention.
- The parent(s)/guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra support in their specific areas of concern, both in class and through intervention offerings.

Participation in Promotion Activities/ Ceremony: In order for students to participate in any promotion activities they must fulfill all the promotion requirements and not be on suspension, or recommended for expulsion at the time of the Promotion Ceremony.

Tardies/Absences: After 20 tardies or unexcused absences students will not be allowed to walk on stage for promotion. This is a privilege.

High School Credit Earned in Middle School: Students who take high school courses in middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student's high school transcript. Grades from such courses will not be included in high school cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics (Algebra 1, Geometry, Integrated Mathematics I, and other

MPS Graduation Requirements

Subject Area	Requirements	Diploma Types		
		S	A	H
(a) History / Social Science	Three years, including World History, U.S. History, American Government/Economics	30	30	30
(b) English	Four years of approved courses	40	40	40
(c) Mathematics	Three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry. Integrated math courses fulfill this requirement. (Four years recommended)	30	40	40
(d) Science	Two years with lab required; lab chosen from Biology, Chemistry, and Physics *(Three years recommended)*	20	30	40
(e) Language Other Than English	Two years in same language required. *(Three years recommended)*	20	20	30
(f) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art	10	10	10
(g) Electives* ** Elective course offerings may change depending on student interest and resource availability.*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, Computers &Technology *(20-30 credits of electives required depending on diploma type)*	30	30	20
Physical Education	Two years	20	20	20
Computers & Technology	One year	10	10	10
	Total Required Credits	**210**	**230**	**240**
AP* Course /College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. *This is not required for a standard diploma*	N/A	20	30
Other Requirements	Minimum Cumulative GPA	2.00	3.25	3.50
	Req. Service Learning Hrs.	N/A	40	40

high school level mathematics courses), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). ~~)~~. For middle school LOTE course(s), one year of high school credit will be given for each different language if students demonstrate proficiency by passing those courses or a LOTE proficiency test provided by the School. Again, middle school courses must be comparable in content to courses offered at the high school level. Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

D. HIGH SCHOOL GRADUATION REQUIREMENTS

High School Grade Promotion:

Criteria: To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below by the end of the school year or by the end of the summer before the start of the next school year.

Student transcripts will be updated to include summer grades and GPA will be recalculated. If students have the minimum required credits and at least a 2.0 recalculated GPA, they will be promoted to the next grade.

Core Courses: Core courses are Math, Science, English, and History/Social Science.

Minimum required credits:

To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.

To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.

To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

A student's grade level placement remains the same for an entire school year.

Participation in Senior Activities/ Graduation Ceremony: In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements, described herein, and not be on suspension, or recommended for expulsion at the time of the Graduation Ceremony.

Tardies/Absences: After 20 tardies or unexcused absences students will not be allowed to walk on stage for graduation. This is a privilege.

MPS Graduation Requirements

Subject Area	Requirements	Diploma Type S	A	H
(a) History / Social Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	30	30	30
(b) English	Four years of approved courses	40	40	40
(c) Mathematics	Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. *(Four years recommended)*	30	40	40
(d) Science	Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. *(Three years recommended)*	20	30	40
(e) Language Other Than English	Two years of the same language other than English or equivalent to the second level of high school instruction. *(Three years recommended)*	20	20	30
(f) Visual & Performing Arts	One year chosen from dance, music, theater or the visual arts.	10	10	10
(g) Electives* ** Elective course offerings may change depending on student interest and resource availability.*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, Computers &Technology *(20-30 credits of electives required depending on diploma type)*	30	30	20
Physical Education	Two years	20	20	20
Computers & Technology	One year	10	10	10
	Total Required Credits:	**210**	**230**	**240**
AP* Course /College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. *(Not required for a standard diploma.)*	N/A	20	30
Other Requirements	Minimum Cumulative GPA	**2.00**	**3.25**	**3.50**
	Req. Service Learning Hrs.	N/A	40	40

Graduation: MPS believes that students need to have physical and mental experience in high school,

which includes academic, life skills, and applied experiences. MPS meets and exceeds the admission requirements of all four-year universities including University of California ("UC").

Students must meet the following requirements to graduate from MPS:

Credit Requirement: Currently, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. *(See section "High School Credit Earned in Middle School" for middle school courses identified for high school credit.)* Each high school course at MPS is semester based and worth 5 credits, with an exception of courses such as Sustained Silent Reading (SSR) or Advisory which last one-half of a typical class period or less and are worth 2.5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

Specific Course Requirements: The following table lists courses required in order to graduate from MPS.

Diploma Types: MPS offers three different high school diploma types: ***Standard (S), Advanced (A), and Honors (H).*** 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. Students are always welcome, and often encouraged, to exceed these minimum requirements.

Math Requirement: MPS math requirements are threefold:

1) Credit requirements: MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.

2) Year requirements: MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma *(state requirement)* and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

3) Course requirements: Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three-dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Service Learning: Completing 40 hours of community service before graduation is no longer a high school requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain "real life" experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

***[For High School Only]* Cumulative GPA:**

A cumulative GPA is calculated for all high school level courses based on the number of credits received and their weighted grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors, eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student's high school transcript. The high school transcript is a record of all final course grades received for high school courses.

MPS requires a minimum of 2.00 cumulative GPA for graduation, 3.25 for an advanced diploma, and 3.50 for an honors diploma.

All graduating students who are eligible to receive an Honors diploma with a cumulative GPA of 4.0 or above shall be designated as the Valedictorian. Cumulative GPA computation for Valedictorian shall be based upon student's projected grades as of the first of June prior to the date of graduation.

Note: UC/CSU systems do their own GPA calculations for a-g courses taken between the summer following 9th grade through the summer following 11th grade in calculating a student's GPA. Please see your high school college advisor for further details.

Language other than English (LOTE) Courses: MPS will allow other options to satisfy the "e"-LOTE requirement for graduation. Completion of higher-level LOTE coursework with a grade of C or higher may validate D or F grades earned in lower-level courses or when a lower-level course is skipped. Please check UC Admissions website for details of course validation. UC-transferable college courses or satisfactory scores on SAT Subject, AP or IB exams can also be used to fulfill the LOTE subject requirement.

Generally, bilingual students are considered to have met the "e" subject requirement and may choose not to enroll in LOTE courses. Students who elect not to take courses in a LOTE may satisfy the "e" requirement *(for all diploma types)* by one of the following methods:

- Formal schooling in a language other than English – Students who have completed two years of formal schooling at the sixth-grade level or higher in a school where a LOTE was used as the medium of instruction have met the LOTE

requirement. A school transcript or other official document is required.

- Assessment by a recognized test or University – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.
- Certification by high school principal – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

Credit Acceptance: Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school.

These courses will appear on student's transcript as they are transferred and will be included in cumulative GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines:

Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses, ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g" requirement in which the student originally earned a grade of C or higher.

Credit Recovery: A high school student who fails a course at MPS is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

Summer School: Students can take a summer school course at any public school to recover missing credits. MPS may offer summer school depending on student needs and availability of teachers and resources.

Online Courses: Students who are credit deficient may enroll in accredited online courses to recover missing credits. Some examples to accredited online course providers are: APEX Learning, FuelEd, BYU, etc. College advisor's approval is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

College Dual Enrollment: Students may enroll in a post-secondary course creditable toward high school completion. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

WASC Accreditation & Transferability of Courses: All MPS schools are WASC-accredited and all A-G courses of MPS are transferable to other public schools , and meet the rigorous requirements for admission to both the UC and state university systems. Every transfer student will participate in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population. Please contact your MPS school's Dean of Academics & College Advisor for further information.

Advanced Placement (AP) Courses: MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

Dual Enrollment: Dual enrollment is a program that allows eligible high school students to enroll in a college course. Dual enrollment eliminates duplication of coursework between high school and college and allows students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal and social maturity are welcome to apply. Students should visit their high school college advisor prior to the beginning of the semester to seek permission for

enrolling and complete a dual enrollment registration / parent consent form.

If a student wishes to receive high school credit for a college class, a 3.0 unit or more one-semester college class will earn two semesters worth of high school credit (10.0 credits). The following table will be used for conversion of college units to high-school credits:

To determine how a college course fulfills a high school requirement see your high school college advisor. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations. *Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.*

All students in grades 11 and 12 are required to be enrolled in at least five courses each semester. These courses can be classroom-based courses taken at MPS, online courses provided by MPS or approved online course-providers, CSU, UC or community college courses, and other courses and activities for which academic credit will be provided upon satisfactory completion. MPS requires that the average number of minutes of attendance in any two consecutive schooldays is no less than 240 and minutes of attendance in any one school day is no less than 180.

Counseling programs:

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT test dates and materials
- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed is confidential except when it involves your safety or the safety of someone else.

MPS adheres to the National Counseling Standards. The standards are as follows:

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

College units	High school credits
1 semester college unit or 1-2 quarter college units	2.5 high school credits
2 semester college units or 3 or more quarter college units	5.0 high school credits
3 or more semester college units	10.0 high school credits

Standard C: Students will understand the relationship of academics to the world of work and home and community life.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

PSAT/NMSQT Tests &Applications:

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grades 9 through 11 are required to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test. ™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;

- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

Cal Grant program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students to apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school or Home Office official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC by October 1. The Cal Grant application submission deadline is October 1 of the grade 12 year.

E. ATTENDANCE

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Professional appointments such as medical, dental, optometric, or chiropractic appointments:
   a. Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.
4. Attendance at funeral services for a member of the immediate family:
   a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
   b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with MPS policy:
   a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester;
5. Attendance at the pupil's naturalization ceremony to become a United States citizen;
6. Attendance at an employment conference;
7. Take Our Daughters and Sons to Work Day.

Other reasons will be considered that are requested in writing and approved by MPS. If the excuse is not one of the valid excuses listed above, the MPS administrators are authorized to excuse school absences due to the pupil's circumstances on a case-by-case basis.

Unexcused Absences/Tardies for Classroom Based Attendance

Students will be marked unexcused if they:

1. Do not bring a written note within two (2) school days following an absence;
2. Leave school without signing out at the school office;
3. Are absent from class without teacher permission, including walking out of class;
4. Are absent from class without parent permission, (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission);
5. Get a pass to go to a certain place but do not report there; and/or
6. Are absent/tardy for reasons **not acceptable** to the administration including but not limited to:
   - Not waking up on time
   - Transportation problems (missing the bus, traffic, car trouble, etc.)
   - Inclement weather
   - Running errands for family
   - Work

- Babysitting
- Hair appointment
- Needed at home
- Vacations or trips
- Athletic workout
- Socializing/Lingering in the hallway

Method of Verification

A parent/guardian must inform the MPS main office via phone of their child's absence/tardy the morning of the absence/tardy. When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence/tardy within two (2) school days of the excused absence and/or upon the student's return. If a satisfactory explanation is not provided within two (2) school days of the absence/return, the absence will be marked as "unexcused." The following methods may be used to verify student absences/tardies:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
    a. Name of student;
    b. Name of parent/guardian or parent representative;
    c. Name of verifying employee;
    d. Date or dates of absence; and
    e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
    a. When excusing students for confidential medical services or verifying such appointments, MPS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
    b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had twenty (20) absences in the school year verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Students the arrive to school late must report to the main office when he or she arrives. If the student fails to do this, he or she will receive an unexcused tardy. If the student fails to present a satisfactory explanation verifying the reason for the tardy, he or she will receive an unexcused tardy. The student will be given a "late slip" from office staff to be admitted to class.

Extracurricular Activities

When a student misses ten (10) full unexcused days in a semester, he or she may not be allowed to participate in any extracurricular activities in that semester. Special circumstances with documented explanations should be reviewed with the administration. After twenty (20) unexcused absences/tardies, the student will not be allowed to walk on stage for promotion/graduation.

Make up Work for Excused Absences

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

Independent Study Policy

Students with a legitimate need for an extended absence can enroll in independent study. Please see the main office of your MPS school for the independent study policy.

Unexcused Absences/Truancy for Classroom Based Attendance

Each person between the ages of 6 and 18 years old is subject to compulsory full-time education. (Education Code sections 48200 and 48410). Students shall be classified as "truant" if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code section 48260). Such students shall be reported to the MPS Principal or designee.

In addition, students shall be classified as a "chronic truant" if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date. (Education Code section 48263.6).

The MPS Principal or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, MPS is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, MPS will implement the processes described below.

PROCESS FOR UPHOLDING THE ATTENDANCE POLICY

First Day of School Process:

When students are not in attendance on the first five (5) consecutive days of school, MPS will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify MPS of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be voluntarily disenrolled from the MPS roster, as it will be assumed that the student has voluntarily chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. MPS will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student's failure to attend MPS and the voluntary disenrollment.

Truancy Process:

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. In addition, the student's classroom teacher may also call home and/or MPS may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from MPS. This letter must be signed by the parent/guardian and returned to MPS. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, MPS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student ~~Success~~support and Progress Team (SSPT) and the MPS Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel can include, but is not limited to, the following school members: School Administrators, School Psychologist, Counselor, Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The panel may be composed of any individual who is working with the family and has a viable interest in the student's school attendance. ~~The SART panel will be composed of [INSERT ADMINISTRATORS AND/OR OTHER CERTIFICATED PERSONNEL WHO WILL BE ON THE SART PANEL].~~ The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss

Comment [MMH1]: Please ensure this highlighted information aligns with the Board approved policy.

appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
    i. Parent/guardian to attend school with the child for one (1) day
    ii. Student retention
    iii. After school detention program
    iv. Required school counseling
    v. Loss of field trip privileges
    vi. Loss of school store privileges
    vii. Loss of school event privileges
    viii. Required remediation plan as set by the SART
    ix. Notification to the District Attorney
c. The SART panel may discuss other school placement options.
d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from MPS and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, MPS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update MPS with any new contact information.
8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to MPS' communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences or tardies, the parent/guardian may receive notice that the student is in in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused absences or tardies. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily disenrolled from MPS. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the MPS CEO or designee for review of the matter and final decision. If the MPS CEO or designee makes the decision to disenroll, notice will be sent to the student's district of residence within thirty (30) days. The MPS CEO or designee decision not to disenroll the student does not prevent the SART panel from making a similar recommendation in the future.

Referral to Appropriate Agencies or County District Attorney:

It is MPS' intent to identify and remove all barriers to the student's success, and MPS will explore every possible option to address student attendance issues with the family. For any unexcused absence, MPS may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, MPS shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

The MPS Principal, or designee, shall gather and report to the Board the number of absences both

excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

II. DISCIPLINE POLICIES

Magnolia Public Schools Student Code of Conduct:

MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Uniform and Personal Appearance:

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform.

All MPS students are required to wear the school uniform at all times including during the after-school tutoring/activities. Refer to Student Uniform Policy on later pages.

A. EXPECTED STUDENT BEHAVIOR

Students should always remember that their behavior and actions at school and at school-sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what expected from an MPS student:

Breakfast/Lunch Time:

Students must:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.
- Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission).
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

Students must:

- Be on their best behavior.
  Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms:
Hallways, Lunchroom and Restrooms are areas used by all members of School**.** Students must:

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.

- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills:

Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom:
Students must:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences:
Please check the teacher's syllabus for specific consequences which may include:

1. **In Class Warning**
2. **Student-Teacher Conference**
3. **Reflection / Parental Notification**
4. **Parent Conference**
5. **Office Referral & Administrative Disciplinary Procedures**

B. SIS BEHAVIOR POINTS

[For Middle & High School Only] Student behavior will be recorded on SIS and students will receive the following rewards or consequences based on their behavior points.

Note: The following tables are for sample purposes only. Each individual MPS school may include amendments into the SIS behavior points, rewards, and consequences addressing local needs.

Positive Rewards:

+5	Contact parent/guardian
+10	Lunch speed pass
+15	Treat
+20	One day free dress (pass will be given)
+25	Extended lunch period
+30	Two-day free dress (pass will be given)
+35	VIP breakfast
+40	Entered in a raffle
+45	Free dress – every Friday for one month (pass will be given)
+50	VIP lunch and "Race to the Ttop"

Negative Consequences:

5 entries	Contact parent/guardian
10 entries	Loss of privileges
15 entries	Parent/guardian conference / Red slip*
20 entries	Behavior plan and lunch reflection
25 entries	Shadowed by parent/guardian for a day and one hour after school reflection
30 entries	Student improvement team
35-49 entries	Pending Reflection Committee outcome
50 entries	Reflective hearing with Reflection Committee, parent/guardian and student

**Students may earn a positive SIS point for receiving all acceptable marks and a signature on their red slip.*

When a student receives negative twenty or more SIS entries, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Reflection Committee.

~~**(Each individual MPS school may include amendments into the SIS behavior points, rewards, and consequences addressing local needs.)**~~

C. UNACCEPTABLE TYPES OF BEHAVIOR AND CONSEQUENCES

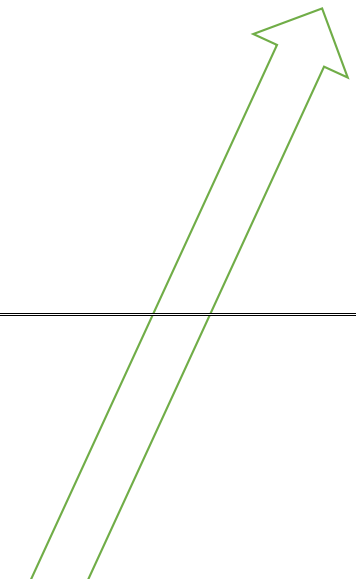
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will

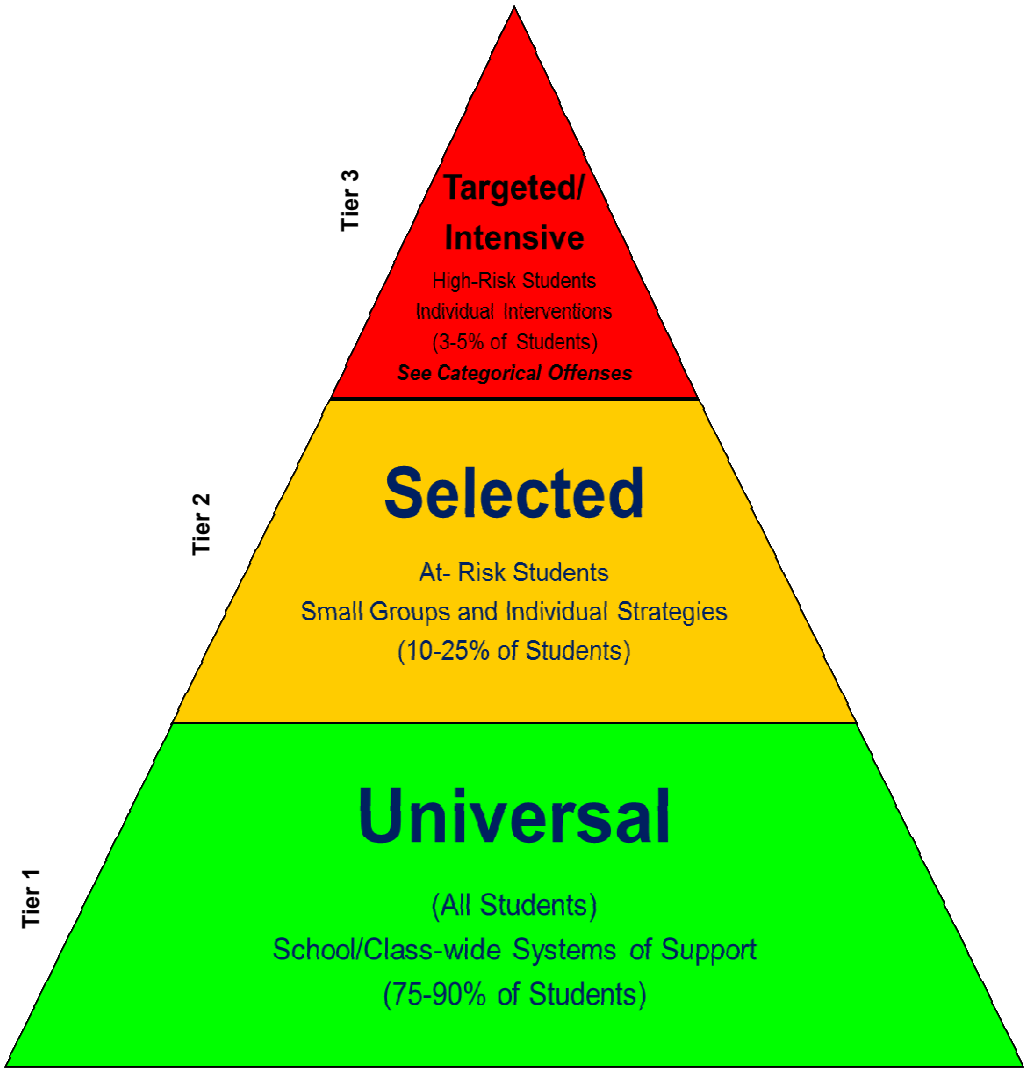
not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

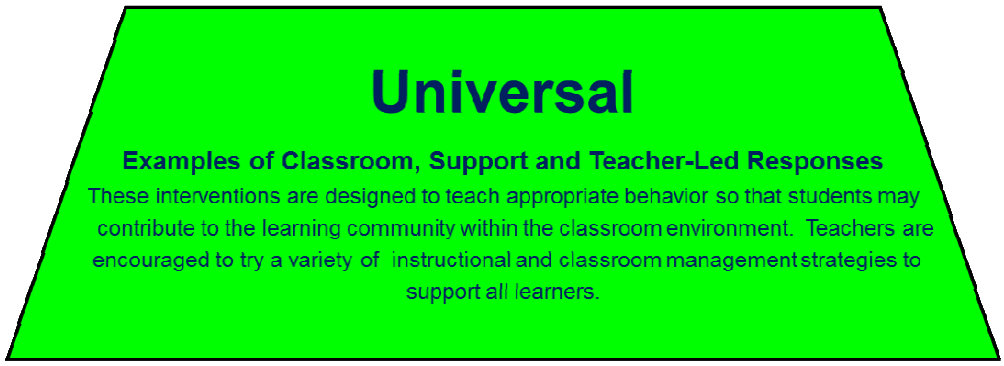
MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words, MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the MPS Student Expression Policy available in the office of each MPS school.

The following tables delineate unacceptable types of behavior and possible consequences.

Multi-Tiered System of Response to Behavior




Tier 3
Targeted/
Intensive
High-Risk Students
Individual Interventions
(3-5% of Students)
See Categorical Offenses
Tier 2
Selected
At- Risk Students
Small Groups and Individual Strategies
(10-25% of Students)
Tier 1
Universal
(All Students)
School/Class-wide Systems of Support
(75-90% of Students)



Level 1 Infractions	Interventions
▪ Invading personal space ▪ Antagonizing others ▪ Violation of school/class rules ▪ Horseplaying ▪ Violating off-limits/restricted area ▪ Habitually tardy and/or not being in assigned location ▪ Disrupting the learning environment/Off task ▪ Littering ▪ Not having proper materials, supplies, and/or equipment for class participation ▪ Inappropriate use of electronic devices ▪ Dress code violation ▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.) ▪ Passive participation in hurtful acts/words against others ▪ Public display of affection (holding hands, kissing, hugging, etc.) ▪ Refusing to cooperate and comply with school rules/personnel	✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection

Selected

Examples of Support, Removal and Administrative Responses

These responses engage the students's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
▪ Using/possessing tobacco and/or lighter ▪ Violating traffic or safety regulations ▪ Encouraging other students to violate school rules ▪ Leaving school and/or school bus without permission ▪ Fighting and/or arranging altercations ▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property) ▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) ▪ Defacing and/or vandalism of school property ▪ Plagiarism/academic dishonesty ▪ Leaving school or classroom without permission (truancy) ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) ▪ Stealing and/or possessing stolen property ▪ Failure to attend to/complete assigned restorative action ▪ Gambling or Extortion ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Sexually explicit behavior ▪ Planning and/or arranging actions with malicious intent ▪ Writing or drawing obscene /profane language/pictures ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Bullying/cyberbullying ▪ Violation of personal boundaries ▪ Refusing to cooperate and comply with school rules/personnel	✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day



Level 3 Infractions	Interventions
▪ Physically assaulting with serious bodily injury ▪ Conduct or habits injurious to others (peers/authority) ▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia ▪ Bullying (harassing, intimidating, cyberbullying) ▪ Fighting and/or arranging altercations ▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) ▪ Causing a false fire alarm ▪ Making a bomb/explosive threat ▪ Encouraging other students to violate school rules ▪ Student hazing ▪ Using gang and/or secret society symbols/acts ▪ Inappropriate use of electronic devices ▪ Public displays of sexually explicit behavior ▪ Defacing and/or vandalism of school property ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Stealing and/or possessing stolen property ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) ▪ Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Recommendation for expulsion

Infractions Explained:

(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures, below)

Assaulting, Fighting and/or Arranging Fights

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices

CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school, it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty

Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the RTI table above will apply as well.

Texting/Sexting

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

Violating Uniform Policy

A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity

Any gesture or material of this nature is not permitted at school or school functions.

Bullying & Cyber Bullying

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or

group, with or more –of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" –or any other rationalization. <u>This includes the use of social media for wrongful purposes.</u>

Each MPS student agrees to:

• Value student differences and treat others with respect.

• Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. See also the MPS Policy Against Unlawful Harassment.

Harassment can be verbal, physical and visual. (Education Code, § 212.5)

Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Behaving Disrespectfully towards Teachers or Staff

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written is considered a form of disrespect.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Smoking or Use of Other Tobacco Products

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, e-cigarettes, vaporizers, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

No Permanent markers or aerosol cans are allowed at school.

Displaying Threatening Behavior

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats ("hard" stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.

Possession or Use of Fireworks

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Gang and Secret Society Symbols

Disruption and/or intimidation caused by the wearing of any type of clothing, /~~jewelry~~accessories, hair style, or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.
Arson
Intentionally starting any fire or combustion on school property
Public Display of Affection
Public displays of affection are not allowed.
Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules
Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures, below, for more information.

D. SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;

b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in minor injury.
3. Unlawfully possessed, used, sold or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property resulting in negligible loss.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature

cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. ~~(1)~~ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience interference with his or her academic performance.

iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

24. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

25. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Mandatory Suspension Offenses

Students shall be suspended when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the

Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;

b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

Expulsion (Discretionary Offenses)

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion in excess of $1,000.
7. Caused or attempted to cause damage to school property or private property in excess of $1,000.
8. Stole or attempted to steal school property or private property in excess of $1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
11. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
15. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even

if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

16. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
17. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience interference with his or her academic performance.
        iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
        iii. An act of cyber sexual bullying.
            (a) For purposes of this clause, "cyber sexual bullying" means

the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

20. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Expulsion (Mandatory Offenses)

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MPS' disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial

risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the

appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of

placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

GENERAL POLICIES

A. SCHOOL ACTIVITIES

MPS will offer a range of activities that will enrich student development during and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

Athletic Activities:

The Charter School complies with Education Code Section 49475 regarding student athletes who sustain concussions. A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications, including prolonged brain damage and death if not recognized and managed properly. MPS offers an athletic program, and so we must immediately remove from the school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until h e or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

Additionally, on a yearly basis, MPS must provide a concussion and head injury information sheet to athletes, which must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. MPS shall distribute this information sheet to athletes prior to the start of the athletic season. Copies are also available in the main office of each MPS school.

Additionally, those wishing to participate in athletics at MPS, must review the information sheet on sudden cardiac arrest and return the signed information sheet to the main office of each MPS school. The information sheet is located at: https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf.

Field Trips:

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year.

MPS plans many field trips, weekend getaways, summer camp, and the Europe Trip during spring break.

Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date. Phone calls will not be accepted as permission for students to attend.

Academic Tutoring Program:

- Tutoring will be available as part of the MPS after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. We offer math and SAT/ACT prep. All students are welcome to join at specified times.

After School Activities:

MPS offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.
- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MPS code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after-school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be posted after school starts. We strongly encourage our students to explore and take advantage of these after school opportunities.

MPS is not responsible for students on campus who are not participating in after school activities or who remain on campus after the completion of the after-school activity. Those students must leave the campus within ten minutes of school or after dismissal time. Following is the MPS policy regarding students left on campus after school hours. Contact the office of each MPS school for more information.

POLICY REGARDING STUDENTS LEFT ON CAMPUS AFTER SCHOOL HOURS

MPS is committed to providing a safe campus for all students. When students are left on school property

after the close of business hours, MPS will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, MPS staff will:

1. Notify the principal or designee immediately.
2. Attempt to reach parents/guardians through the phone number provided to the School by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.
3. If a staff person becomes aware a child is on campus more than ten minutes after dismissal of the regular school day or after school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.
4. Notify the principal or designee after the ten (10) minutes after dismissal has passed if there is a possibility that law enforcement may be called to assist the student.
5. As a last resort, contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.
6. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the parents/guardians in writing of parental responsibilities and consequences for their child. A consequence may include: refusal to allow the student to attend after school programs if the parent is repeatedly late in retrieving the child.

Students should not be dropped off more than thirty (30) minutes early for School. The School will open its doors at 7:30 a.m. and at this time students will be supervised by School staff. All students that arrive before 7:30 a.m. will be unsupervised and the School will not be responsible for the safety and well-being of these students. (Each individual MPS school may include site-specific amendments into the drop-off, pick-up, and supervision times addressing local issues.)

B. ILLNESS, INJURY, AND MEDICATION POLICIES

MPS does not have a nurse on staff. Consistent with doctor's orders, properly trained office staff can assist students with basic first aid treatment; however, office staff is not registered nurse. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.

Illness or Injury during the school day:

If a student becomes ill or injured during the school day, s/he must report to the Main Office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.

Illness at Home:

If a student is not physically well prior to the beginning of the school day, the office should be informed and the student should be kept at home.

Medications:

- Medication shall be administered during school hours only if determined by a physician to be necessary and with parental permission.
- All medications must be in the original container.
- The container must be clearly marked with the student's first and last name.
- A "Request for Medication to be Taken During School Hours" must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the Main Office. This form shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for the administration changes.
- All medications are to be delivered to the Main Office in their original containers, with the name of the student, medication, dosage, and frequency of administration clearly marked. Extra medication should be picked up by the parent/guardian at the completion of the medication regimen or end of the school year, whichever is earlier. The school is not liable for any medication not picked up after the end of the school year.
- MPS staff shall keep records of medication administered at MPS.
- Medication will be kept in a secure and appropriate storage location at each MPS school, and administered per physician's instructions by appropriately designated staff.
- Administration will consult with the parent/guardian and student's medical professionals to establish a written plan for Students with chronic health issues or conditions that require specific medication regimens or health plans, such as diabetes, asthma, etc.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

Epinephrine Auto-Injectors:

Trained MPS personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. MPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or

junior) to meet the needs of its pupils. MPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

MPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. MPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

Contagious Diseases:

If, during the course of the year, a child develops any contagious disease or condition, please notify the school immediately so that precautions can be taken and appropriate notifications sent home.

The School reserves the right to notify the municipal bodies and Department of Health if necessary under federal and state laws.

Diabetes Information Sheet:
MPS will provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 2 Diabetes.
2. A description of the risk factors and warning signs associated with Type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes.
4. A description of treatments and prevention of methods of Type 2 Diabetes.
5. A description of the different types of diabetes screening tests available.

Oral Health Assessment:
Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement. MPS provides the appropriate forms to incoming students to be completed by the oral health professional to satisfy this requirement. Please see the main office at your MPS school if you need another copy of this form.

Suicide Prevention:

MPS is committed to the safety and wellbeing of all students. Please see a copy of the MPS suicide prevention policy on the MPS website. It is also available at the Main Office.

C. PARENTAL INVOLVEMENT AND SUPPORT

Since your child's education is a continuing process, parent cooperation, support, and assistance are needed if we are to be successful. Together, we can make a positive difference in your children's lives. The following are ways that we can work to fulfill our common goals:

Parents/Guardians are asked to:

- Be a good listener to both your child and the school staff when conflicts arise.
- Be a positive role model for your child.
- Contact the school as necessary.
- Participate as fully as possible in volunteer opportunities, student presentations, parenting programs, special projects, and assembly events.
- Be familiar with MPS student handbook and explain it as necessary.

D. PARENT/TEACHER COMMUNICATION

- Parents are encouraged and are always welcomed to discuss the progress or problems of their children with the school faculty when an appointment is made prior.
- Parents may not disturb a teacher during school hours.
- An appointment is required for all conferences.
- To make an appointment with a teacher, call the main office or email them directly.
- Please do not attempt to have an impromptu conference with a teacher on campus as appointments are mandatory.
- If your question relates to the classroom, please ask the appropriate teacher.
- Any question involving a student's work or behavior must be discussed with the teacher before it is discussed with the administration.
- Parents are expected to make every reasonable effort to cooperate with the teachers and school staff to help their child have a successful educational experience.
- Parents who wish to observe their child's classes need to make arrangements with the teacher whom they like to visit and get approval from administration at least a day prior to their visit.
- Parent/teacher/student conferences are strongly encouraged when an appointment is made prior.

E. HOME VISITS

- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to

problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- For most students home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in these two worlds. They do not intersect considerably. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

F. CONTACTING YOUR CHILD DURING SCHOOL HOURS

- Parents/Guardians should only contact the main office if they must leave a message for their child in case of an emergency. Students will not be disrupted during school hours for non-emergency reasons. In case of an emergency, the message will be given to the student by office personnel.
- Parents/Guardians should not contact their child's cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

G. VOLUNTEER, VISITATION, SHADOWING, AND REMOVAL POLICY

MPS encourages parents/guardians and interested members of the community to visit MPS and view the educational program, MPS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, MPS has established the following procedures to facilitate volunteering and visitations during regular school days:

Volunteering Categories and Application Process

A. Certified Volunteers ("C-Volunteers")

a. Who are C-Volunteers: These are volunteers that would like to volunteer with MPS on an ongoing basis and may have unsupervised exposure or contact with students. Examples may include but are not limited to: classroom volunteers, tutors, field-trip volunteers, etc.

b. Application Process: C-Volunteers must provide MPS with the following documents:

- Volunteer Application Form (signed)
- Volunteer Commitment Form (signed)
- Fingerprinting and Background Clearance (if volunteering outside of the direct supervision of a credentialed employee)
- Tuberculosis risk assessment or examination
- Valid photo I.D. (driver's license, passport, military ID, US or other government identification)

B. Single Event Volunteers ("SE-Volunteers")

a. Who are SE-Volunteers: These are volunteers that would like to volunteer at MPS for a one (1) days special event or activity and have no unsupervised exposure or contact with students. Examples may include but are not limited to: guest story reader, guest speaker, senior exhibition panel member, etc.

b. Application Process: SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

Volunteering Guidelines

Parents or guardians who are interested in volunteering must adhere to the following guidelines:

1. Volunteers must arrange volunteering schedule with the classroom teacher and/or MPS Principal or designee, at least forty-eight (48) hours in advance. Volunteering in class may be limited to certain hours or specific assignments as determined by the classroom teacher(s) or MPS administration.

2. For all prospective volunteers (both C-Volunteers and SE-Volunteers), the MPS Principal or designee will review California Megan's Law online database at http://www.meganslaw.ca.gov to ensure that prospective volunteers are not registered sex offenders.

3. Prior to volunteering in the classroom or on campus, the volunteer should communicate with the teacher and/or MPS staff to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.

4. Information gained, overheard, or inadvertently acquired by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality and may not be shared with any individual except with the MPS Principal.

5. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.

6. Volunteer hours are applied to the non-mandatory 10 hours of volunteering requested pursuant to the Charter Petition/Student-Parent Handbook. All parents are encouraged – but not required – to contribute a minimum of 10 hours per year to the school. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged volunteer hours.

7. This Policy does not authorize MPS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation Guidelines

1. Visits during school hours should first be arranged with the teacher and MPS Principal or designee, at least three (3) school days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) school days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the MPS Principal or designee.

2. All visitors shall register in the main office immediately upon entering any school building or grounds when during regular school hours, including immigration enforcement officers. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. If the visitor is an immigration enforcement officer, the officer will also be asked to produce any documentation that authorizes school access. A copy of the documentation provided by the officer and notes from the encounter may be maintained by MPS. The appropriate agencies will be contacted regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

   For purposes of school safety and security, the MPS Principal or designee have designated that each visitor wear a visitor's pass/sticker as a visible means of identification for visitors while on school premises.

3. Except for unusual circumstances, approved in advance by the MPS Principal, MPS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

4. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and MPS Principal's advance written permission.

5. Before leaving campus, the visitor shall sign out of the Visitors Log Book in the main office.

6. The MPS Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

7. The MPS Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt MPS' orderly operation. If consent is withdrawn by someone other than the MPS Principal, the MPS Principal may reinstate consent for the visitor if the MPS Principal believes that the person's presence will not constitute a disruption or substantial and material threat to MPS' orderly operation. Consent can be withdrawn for up to fourteen (14) days.

8. The MPS Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the MPS Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

9. Any visitor who is denied registration or has his/her registration revoked may request a conference with the MPS Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the MPS Principal with fourteen (14) days of the denial or revocation of consent. The MPS Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the MPS Principal shall be held within seven (7) days after the MPS Principal receives the request. If no resolution can be agreed upon, the MPS Principal shall forward notice of the complaint to the MPS Board of Directors. The MPS Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

10. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the MPS Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

11. The MPS Principal or designee shall seek the assistance of the police in managing with or reporting any visitor in violation of this Policy.

Shadowing Guidelines

Shadowing gives parents and students an opportunity to observe instruction during an ordinary school day and can help open dialog between parents and students about school. Parents are welcome to shadow their children, that is, to follow them through their school day. In order to maximize the benefits of shadowing, we request that parents adhere to the following guidelines:

- Follow the above procedure for providing three (3) school days advance notice of your visit, signing in at the main office when arriving at MPS, and obtaining a visitor's pass/sticker. Notice of your visit and intent to shadow should be provided by completing the Shadow Request Form, below, and submitting it to MPS at least three (3) school days in advance of your visit.
- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.
- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or other students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video, or take photos. Should you have any concerns, report them to the MPS administrators.
- Meet with MPS administration to debrief your visit.

MPS administration has the right to withdraw consent for a visitor to be on campus, as described above. All persons making the visit shall be deemed to have waived claims against the school for injury, accident, illness, or death occurring during or by reason of visit.

Penalties

~~1.~~ Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

~~2.~~1.

~~3.~~ Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

~~4.~~2.

~~5.~~3. Disruptive conduct may lead to MPS' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

H. SCHOOL INFORMATION SYSTEM

Parents, as well as students, will have access to their child's grades in each class, missing/incomplete/ upcoming assignments, upcoming tests/projects, discipline, communication log, and teacher contact information. Each parent will be provided with a username and password to have access throughout the school year, 24 hours a day.

All discipline entries will remain on SIS for the entire year.

I. PHONE USE

In case of emergency, students may go to the office with a hall pass from a teacher.
Please note: The office phone is for emergency calls only.

J. NEWSLETTER

- Communications regarding school activities from faculty to parents/guardians and students will be sent home periodically.
- Copies of the newsletter are available at the school office.

K. ELECTRONIC DEVICES

MPS policy regarding possession of cellular phones, any personal electronic devices, IPods, MP3 players, cameras, video cameras, laptops, and recording devices is as follows:

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student's belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.
- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.
- All confiscated devices will be returned to the parent/guardian accompanied by the student at the end of the school day.

L. LOST AND FOUND

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the main office. Items not picked up will be donated monthly.

M. PE LOCKERS

- When available, lockers are provided for physical education class during that period only.
- Lockers are not assigned to students.
- The lockers are school property; anything placed in them or brought to campus is subject to inspection at the discretion of the administration.
- Students are responsible for all items in their locker.
- Students may be provided with a lock or allowed to bring a lock for their gym lockers and use it for the period with the condition of removing them daily. Please check with the school administration for specifics.

MPS does not accept any responsibility for stolen or lost money, clothing, valuables or other articles.

N. TEXTBOOKS

Textbooks and work books are issued at teacher's discretion. Students may be assigned a set of textbooks in addition to a classroom set. Students are responsible for the care of all textbooks and work books. Books are to be returned to the school in good condition at the end of the school year or at the time a student transfers out to another school.

Students will be required to report any damages to the textbooks to their classroom teachers. Parents/Guardians will be held responsible for the loss or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation.

O. MEAL PROGRAM

- MPS participates in the National School Lunch Program. Applications for free or reduced price meals are included in the enrollment packets to all families and can also be obtained on the MPS website and in the main office of each MPS school. All families are encouraged to complete the application form in order to include as many eligible students as possible.
- Students are responsible for adding funds to their meal account if they pay reduced or full price.

P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES

- Parents may contribute to supply ten dollars ($10) to cover the cost of a survival kit to be kept at school and used in case of emergency.
- In the event of a fire, major earthquake or major disaster, students are to be evacuated to the assigned area by MPS.
- If the local public schools announce that the students will be dismissed, MPS will do the same.
- Parents are to remain in assigned area and sign out their child with the appropriate staff member because MPS has to account for all students.
- MPS Emergency Dismissal/Evacuation Card information must be updated with any change in information by parents/guardians as soon as it occurs.

Q. STUDENT TRANSFER

- Any student transferring out of Magnolia Public Schools must complete the "Student Transfer Form" which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent(s)/guardian(s) responsibility to contact the school that student will be transferring to. It is the parent's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.
- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents/Guardians are responsible to pay for the loss, or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation.
- The application of these obligations are enforced notwithstanding any contrary provisions of law applicable to homeless students or foster youth,

R. HOMELESS STUDENTS

It is the policy of MPS that homeless students are provided with a full and equal opportunity to succeed and receive an education. "The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

School Liaison: The Principal of each MPS school site shall serve as the Homeless Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Principal
Contact address and phone number of your MPS school on Page 3

The Homeless Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at MPS.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs

administered by MPS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support;
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The complete copy of the MPS policy is available at the main office.

S. DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

Free Dress & Theme Dress Days Code:

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be form fitting, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however printing on clothing must be suitable for school, no inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school, except for religious head coverings.
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

MPS STUDENT UNIFORM POLICY

BOTTOM	Pants, shorts, skirts, skorts, or capris are acceptable.	**Pants/Skirts/Skorts/Shorts:** • May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone. • Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. • Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip. • Pants may not be made from legging or jegging material. • Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. • The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing. • Socks may not be worn over pants. • Rubber bands are not allowed on the bottom of pants or ankles. • No jean/denim style pants. • No Cargo pants/shorts. • Must have a built in pocket not a sewn on pocket. **Undergarments:** • Should not be noticeable through or outside of clothing, tops and bottoms. **Uniform:** • Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy. • Undershirts must be short-sleeved if worn. • The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. • Under shirt may not hang out of sleeves. **Shoes:** • Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.
	Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue. **Belts (required for all variations of dress uniform):** • Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). • The buckle may only have one catch. • Belt must be of correct waist size, so that there is minimal excess length (less than five inches). • Any excess length of belt must be tucked through a belt loop and may not hang down.	
TOP	White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.	
FOOTWEAR	• The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.) • "Athletic" shoes for the dress code must be completely black, white or brown. • Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white	
	No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.	
PE UNIFORM	TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.	
	BOTTOM: Properly fitting navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.	
	FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.	

OUTERWEAR	Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.
	For colder weather:
	• MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
	• Sweatshirts and jackets must be solid navy blue or gray.
	* * *
	If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration.
	* * *
	Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues.
		Jewelry and Aaccessories/Cosmetics:
		• Should be modest, appropriate for school, and not attract undue attention.
		• Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
		• No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
		• Facial, tongue, and body piercing are not allowed.
		• Bracelets: Must be tasteful and not attract undo attention.
		• Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
		• Cosmetics must be appropriate for school and not attract undue attention.
		  ◦ No brightly colored or glitter eye shadow, or blush.
		  ◦ Mascara and eyeliner should be minimal.
		  ◦ Lipstick should be a natural color.
		  ◦ Earrings must be studs or one (1) inch hoops and worn on earlobe.

STUDENT TECHNOLOGY USE POLICY AND AGREEMENT

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Magnolia Public Schools ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services on campus and may have teacher aides, student aides, and volunteers assist in this supervision.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall

oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
    e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
    f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
    g. Participating in political activities.
    h. Conducting for-profit business.
    i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
    j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
    k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
    l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff

to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

   MPS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching. Towards this end, students may be provided with a "device" (computer, laptop / iPad / Chromebook, etc.) for educational activities at school and home. MPS will make every effort to ensure that the MPS technology services are used responsibly by students. Students are expected to act in a responsible, ethical and legal manner in accordance with this Agreement, accepted rules of network etiquette, and Federal and State law. Following are some safekeeping instructions for MPS-provided devices. As applicable, students shall:
   - Bring their MPS device to school every day, fully charged;
   - Never leave the MPS device unattended;
   - Never loan the MPS device to other individuals;
   - Know where the MPS device is at all times;
   - Store the MPS device in the bag/case if provided by MPS; otherwise students are encouraged to purchase protective covers/cases for their devices;
   - Store and use the device in a safe location and environment to avoid loss or damage to the device;
   - Not remove the Asset Tag or other school property identifiers;
   - Charge the MPS device's battery daily;
   - Keep food and beverages away from the MPS device;
   - Only use a soft cloth or approved screen cleaning solution to clean the screen of the device;
   - Not disassemble any part of the MPS device or attempt any repairs;
   - Not place decorations (such as stickers, markers, etc.) on the MPS device;
   - Understand that the MPS device is subject to inspection at any time without notice and remains the property of MPS;
   - Notify MPS by the next school day in the event of loss or damage to the device;
   - File a police report in case of theft, vandalism, and other acts covered by MPS' insurance;
   - Return the device to MPS when requested by the Technology Department for maintenance and upgrades;
   - Return the MPS device and accessories upon demand, upon termination of enrollment and/or at the expiration of the school year in good working condition;
   - Be aware that they may be held accountable for damage to a laptop resulting from "user abuse." Examples of "user abuse" include, but are not limited to, the following: leaving cables plugged in when storing the device in the carrying case which can cause broken connectors or ports; using the carrying case/sleeve for carrying textbooks, etc.; eating or drinking while using the device, resulting in damage to the device; storing the device for prolonged periods while in "stand by" or "sleep" mode (overheating can occur).

WAIVER OF PRIVACY RIGHTS

Users of the MPS technology services expressly waive any right of privacy in anything they create, store, send, or receive on the MPS device or through the Internet or any other computer network. Users consent to allowing MPS to access and review all materials users create, store, send, or receive on the device or through the Internet or any other computer network. Users understand that MPS monitors the use of its computer resources.

DISCLAIMER

Electronic information available to students does not imply endorsement of the content by MPS, nor can

MPS guarantee the accuracy of information obtained on the Internet.

MPS makes no warranties of any kind, whether expressed or implied, with respect to the information technology services it provides. MPS will not be responsible for damages resulting from the use of MPS device and MPS information technology services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions.

MPS shall not be responsible for any charges or fees resulting from access to the internet or internet resources which are not authorized in writing by MPS.

SIGNATURES

After reading the Student Technology Use Policy and this Acceptable Use Agreement, please note that your signature on the MPS Acknowledgement of Student Handbook page at the end of this Handbook indicates that you agree to the terms and conditions provided here. Please note, the signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. This document, which incorporates the Use Policy and procedure, reflects the entire agreement and understanding of all parties.

TITLE I INFORMATION:

MPS receives Title I funding, and is therefore required to provide certain information to parents as well as develop, with parental input, a Parent Involvement Policy. Please see below for these required notices and Policy.

Teacher Qualifications

Parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals to parents upon request.

PARENT INVOLVEMENT POLICY

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.[1] This policy has also been submitted to the California Department of Education with the LEA's Consolidated Application.

II. Involvement in Drafting the LEA Plan

Parents will be involved in the development of the LEA/SSD plan, Single Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, the LEA will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA/SSD plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA/SSD plan when it is submitted to the CDE.

III. Involvement in School Review and Improvement

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Identification of a school for improvement: Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

School plan: Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with the Every Student Succeeds Act (ESSA).

Notice required after school identification: If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other

[1] Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

elementary or secondary schools served by the LEA and the CDE;

- The reasons for the identification;
- An explanation of what the LEA or the CDE is doing to address the problem of low achievement;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

Information regarding corrective action taken: The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Restructuring: Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by ESSA.

IV. Coordination, Technical Assistance, and Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

- The LEA will reserve funds to the school for parent involvement activities as required by law;
- The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

V. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

VI. Notice

Within **60** days of the beginning of school, the School will send **[e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets]** a notice to **[if in a targeted assistance school]** [parents of participating children] **[or if in a school with a school wide program]** [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VII. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- The School will create a School Site Council (SSC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School and will consist of:

  Category (a):

  - The principal
  - 4 teacher representatives selected by teachers at the school
  - 1 other school personnel selected by peers at the school

  Category (b):

  - 3 parents of students attending the school selected by such parents
  - 3 students selected by students attending the school

  The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852)

  Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

  Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.
- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

VIII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the Parent/Guardian Club and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State

student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

- Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- **Student-Teacher Status Portal:** MPS uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

  Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.
- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C. Education on Parent Involvement

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.[2] Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

  The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

[2] Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

D. Other Optional Parent Participation

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

IX. Coordination with Other Programs

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

X. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under NCLB. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

XI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children , and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.

- **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

  State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

In accordance with law, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

XIV. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

SCHOOL-PARENT-STUDENT COMPACT

This School-Parent[3]-Student Compact is adopted by the Magnolia Public Schools (MPS) (hereinafter "School") and is intended to outline how parents, the entire School staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards. To this end, the School, the Parent, and the Student roles are outlined as follows:

I. School Responsibilities

- The School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

II. Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.

[3] Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college bound environment at home and support my student through the college admission and scholarship finding process.
- I will emphasize my child adhere to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted on-line for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child do not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested.

III. Student Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

INTERNAL COMPLAINT PROCEDURES

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns. Please use the Internal Complaints Policy Form following this Policy to file complaints. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

Specific complaints of unlawful harassment are addressed under the School's "TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY."

a) Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

b) Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)
This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process. Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

INTERNAL COMPLAINT PROCEDURES FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against:_____

_____

List any witnesses that were present:_____

_____

Where did the incident(s) occur?

_____

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

MPS believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, MPS prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, MPS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. MPS promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Definitions

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by MPS.

MPS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct,

including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex

- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
   a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
   b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the

likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:

    a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

    b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees,

including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student/Family Handbook.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

UNIFORM COMPLAINT PROCEDURES

a. MPS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs, the charging of unlawful pupil fees, non-compliance with the Local Control Funding Formula, and non-compliance with reasonable accommodations for lactating pupils.

b. MPS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our local board. Unlawful discrimination harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any MPS program or activity.

c. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Educational Programs; American Indian Education Centers and Early Child Education Program Assessments; Consolidated Categorical Aid Programs; Migrant Education; Career Technical and Technical Education and Training Programs; Child Care and Developmental Programs; Child Nutrition Programs; Foster and Homeless Youth Services; No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; Tobacco-Use Prevention Education; Requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable; and Reasonable Accommodations to a Lactating Pupil.

d. A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
4. A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred.

e. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable, may also be filed under the local UCP.

f. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus may also be filed under the local UCP.

g. All complaints that fall within the UCP, including complaint of noncompliance with laws relating to pupil fees, must be filed in writing with the complaint officer listed below. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. The compliance officer is:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

h. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged unlawful discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying, unless the

time for filing is extended by the Compliance Officer or his or her designee.

i. Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The School person responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the School's procedures.

j. The complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

k. Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of [the LEA]'s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

l. A complete copy of the UCP policy and complaint procedures is posted in every classroom and shall be available free of charge in the main office of each MPS school and MPS website. A copy of the UCP complaint form is contained in this Handbook.

Magnolia Science Academy-1, 2, 3, and 5 are authorized by the Los Angeles County Board of Education.

Los Angeles County Office of Education (LACOE) Charter School Office (CSO) Contact:

- Los Angeles County Office of Education
  Charter School Office
  9300 Imperial Highway
  Downey, CA 90242
  Office Phone Line: (562) 922-8806
  Comments & Concerns Line: (562) 922-8807
  Office Fax: (562) 922-8805
  Website: www.lacoe.edu

Magnolia Science Academy-4, 6, 7, and Bell are authorized by the Los Angeles Unified School District (LAUSD) Board of Education.

LAUSD Charter Schools Division (CSD) Contact:

- Los Angeles Unified School District
  Charter Schools Division
  333 S. Beaudry Ave. 20th Floor
  Los Angeles, CA 90017
  Main Office: (213) 241-0399
  Fax: (213) 241-2054
  Website: www.lausd.net

Magnolia Science Academy-San Diego is authorized by the San Diego Unified School District (SDUSD) Board of Education.

SDUSD Office of Charter Schools (OCS) Contact:

- San Diego Unified School District
  Office of Charter Schools
  4100 Normal Street, Annex 15
  San Diego, CA 92103
  Main Office: (619) 725-7107
  Website: www.sandiegounified.org

Magnolia Science Academy-Santa Ana is authorized by the State Board of Education (SBE).

California Department of Education (CDE) Charter Schools Division (CSD) Contact:

- California Department of Education
  Charter Schools Division
  1430 N Street, Suite 5401
  Sacramento, CA 95814-5901
  Phone: (916) 322-6029
  Fax: (916) 322-1465
  Email: charters@cde.ca.gov
  Website: www.cde.ca.gov

UNIFORM COMPLAINT PROCEDURES FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation:

_____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ American Indian Education
- ☐ Child Development Programs
- ☐ Migrant Education
- ☐ Special Education
- ☐ After School Education and Safety
- ☐ Consolidated Categorical Aid
- ☐ Child Nutrition
- ☐ No Child Left Behind Programs
- ☐ Agricultural Vocational Education
- ☐ Career/Technical Education
- ☐ Foster/Homeless Youth
- ☐ Regional Occupational Programs
- ☐ Tobacco-Use Prevention

- ☐ Pupil Fees
- ☐ Bilingual Education
- ☐ Every Student Succeeds Act
- ☐ State Preschool
- ☐ Local Control Funding Formula
- ☐ School Safety Plans

Education

- ☐ Lactating Pupils
- ☐ Economic Impact Aid

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Medical Condition
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics
- ☐ Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
   I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
(213) 628-3634

INFORMAL COMPLAINT PROCEDURES

The ultimate purpose of this informal complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, informal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly.

If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

- At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in three (3) working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within ten (10) working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the Chief Executive Officer (CEO) of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "Informal Complaint Procedures Form" giving details about the complaint and steps taken to resolve it, and contact the CEO of MPS at:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO (designee) will acknowledge receipt of the written complaint in five (5) working days, attempt to identify a resolution that is acceptable to both parties, within fifteen (15) working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution *

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. (Same contact information as in Level 3) The complainant should update the Internal Complaint Procedures Form that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in five (5) working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60 day target within which MPS strives to answer the complaint. The Board may decide not to hear the

complaint, in which case the CEO's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within 60 days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the Informal Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's Decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a "Uniform Complaint Procedure Form" - provided in this handbook – and file it within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's Decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

INFORMAL COMPLAINT PROCEDURES FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

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Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
(213) 628-3634

The following is information regarding your rights and responsibilities regarding filing a Title IX Complaint.

Title IX Coordinator Contact Information

All complaints should be sent to our Title IX Coordinator, who can be reached at:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Your Rights and Responsibilities Under Title IX

(a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.

(b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by the MPS.

(c) You have the right to apply for athletic scholarships.

(d) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- Equipment and supplies.
- Scheduling of games and practices.
- Transportation and daily allowances.
- Access to tutoring.
- Coaching.
- Locker rooms.
- Practice and competitive facilities.
- Medical and training facilities and services.
- Publicity.

(e) You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for this Coordinator's contact information.

(f) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

(g) You have the right to pursue civil remedies if you have been discriminated against.

(h) You have the right to be protected against retaliation if you file a discrimination complaint.

(i) You can find out more information regarding your rights, MPS' responsibilities, and access information on gender equity laws from the following resources:

- California Interscholastic Federation: http://www.cifstate.org/governance/equity/index
- California Department of Education, Office for Equal Opportunity: http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp
- United States Department of Education, Office for Civil Rights: https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html

How to File a Complaint Under Title IX

(a) You can find more information regarding how to file a complaint as follows:

- The United States Office for Civil Rights website: https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt.
- California Department of Education website: http://www.cde.ca.gov/re/di/eo/complaint.asp
- MPS Uniform Complaint Procedures ("UCP") or Harassment, Intimidation, Discrimination, Bullying Policy. Please check your School's website or main office for a complete copy of these policies.

(b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with MPS under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

(c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with MPS under our UCP or Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.

(d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

  San Francisco Office
  Office for Civil Rights
  U.S. Department of Education
  50 United Nations Plaza
  Mail Box 1200, Room 1545
  San Francisco, CA 94102

  Telephone: 415-486-5555
  FAX: 415-486-5570; TDD: 800-877-8339
  Email: ocr.sanfrancisco@ed.gov or ocr@ed.gov

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with MPS, please follow procedures set forth in those policies.

MAGNOLIA PUBLIC SCHOOLS

Receipt of and Agreement to the MPS Handbook, Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact. I, as a Magnolia Public School student, understand and agree that use of Magnolia Public Schools computer and technology is a privilege and not a right. I understand that if I violate the Student Technology Use Policy-Acceptable Use Agreement in any way, I will be subject to referral and possible suspension. I, as a Magnolia Public School parent or guardian, understand that I may be liable for the replacement cost for property Magnolia Public School loaned to my student that my student fails to return or that is willfully cut, defaced, or otherwise damaged, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation. When I am unable to pay for the damages, Magnolia Public School will provide a program of voluntary work for my student in lieu of the payment of monetary damages. If my child is over the age of majority, he/she shall be liable for the same. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

IMPORTANT NOTICE

Dear Parents/Guardians,

- *Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on this page.*
- *Each individual MPS school may include amendments into this handbook addressing local issues.*
- *Any changes or additions to this handbook will be given to the students and parents/guardians in writing.*

Student's Name: _____ **Student's Signature: _____**

Parent/Guardian's Name: _____ **P/G's Signature: _____**

(If known, circle grade and group.) **Date: _____**

Grade:

TK	K	1	2	3	4	5	6	7	8	9	10	11	12

Group:

A	B	C	D	E	F	G	Other:

Copy for Student File

Magnolia Public Schools

Student/Parent Handbook

2018-19

Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Tel: (213) 628-3634
Fax: (714) 362-9588

www.magnoliapublicschools.org

Dear Parents and Students,

Magnolia Public Schools (MPS) staff believes that education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. This handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled this student-parent handbook (pending board approval), which addresses the school's regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Sincerely,

MPS Administration

Magnolia Public Schools

The Vision

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

The Mission

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

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

- *Excellence*
- *Innovation*
- *Connection*

Locations

Magnolia Science Academy-1	*18238 Sherman Way, Reseda, CA 91335*	*(818) 609-0507*
Magnolia Science Academy-2	*17125 Victory Blvd., Van Nuys, CA 91406*	*(818) 758-0300*
Magnolia Science Academy-3	*1254 East Helmick St., Carson, CA 90746*	*(310) 637-3806*
Magnolia Science Academy-4	*11330 W Graham Place, Los Angeles, CA 90064*	*(310) 473-2464*
Magnolia Science Academy-5	*18230 Kittridge St., Reseda, CA 91335*	*(818) 705-5676*
Magnolia Science Academy-6	*3754 Dunn Dr., Los Angeles, CA 90034*	*(310) 842-8555*
Magnolia Science Academy-7	*18355 Roscoe Blvd., Northridge, CA 91325*	*(818) 221-5328*
Magnolia Science Academy-8 (Bell)	*6411 Orchard Ave, Bell, CA 90201*	*(323) 826-3925*
Magnolia Science Academy-San Diego	*6525 Estrella Ave., San Diego, CA 92120*	*(619) 644-1300*
Magnolia Science Academy-Santa Ana	*2840 W 1st St., Santa Ana, CA 92703*	*(714) 479-0115*

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EQUAL OPPORTUNITY & NON- DISCRIMINATION STATEMENT

In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants and students regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, immigration status or citizenship, or sexual orientation in every aspect of the school community. MPS adheres to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

MPS is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. MPS prohibits discrimination and harassment based on an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy, childbirth or related medical condition, ethnic group identification, race, ancestry, national origin, immigration status or citizenship, religion, religious affiliation, color, creed, mental or physical disability, age, and any other basis protected by federal, state, and/or local law, ordinance, or regulation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by MPS.

Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all MPS programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in MPS programs or activities.

MPS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Based on Federal law, Title IX, State law and MPS policy, no student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, parenting, pregnancy, childbirth, false pregnancy, termination of pregnancy or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all MPS educational activities and programs, including: • Athletics • Physical education • The classes they can take • The way they are treated in the in educational programs and activities • The kind of counseling they are given • The extracurricular activities, programs and clubs in which they can participate • The honors, special awards, scholarships and graduation activities in which they can participate. Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, Title IX Coordinator, psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, including the Title IX Coordinator contact information, see the TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY in this Handbook.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in MPS policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

MPS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact MPS.

PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. These rights are:

1. The right to inspect and review the student's education records within 5 days after the day MPS receives a request for access. Parents or eligible students should submit to the MPS

principal or designee a written request that identifies the records they wish to inspect. The MPS official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA

   Parents or eligible students who wish to ask MPS to amend a record should write the MPS principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If MPS decides not to amend the record as requested by the parent or eligible student, MPS will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. See 'Pupil Records Challenges' section, below, for MPS' policy and procedures regarding this hearing.

3. The right to provide written consent before MPS discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to MPS officials with legitimate educational interests. An MPS official is a person employed by MPS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the MPS board. An MPS official also may include a volunteer or contractor outside of MPS who performs an institutional service of function for which MPS would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting MPS School official in performing his or her tasks. An MPS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, MPS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MPS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to MPS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires MPS to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. MPS may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. MPS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, MPS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to the procedures outlined here and more completely in the full policy;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

5. Organizations conducting certain studies for the MPS in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;

7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective

order;

9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by MPS with respect to that alleged crime or offense. MPS may disclose the final results of the disciplinary proceeding, regardless of whether MPS concluded a violation was committed.

Directory Information

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. MPS has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want MPS to disclose directory information from your child's education records without your prior written consent, you must notify MPS in writing at the time of enrollment or re-enrollment. Please notify the MPS Principal of your child's school at the contact number on Page 3.

A complete copy of the MPS policy is available upon request in each MPS school's main office.

RIGHTS AND RESPONSIBILITIES

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1st: Parents should encourage their child to talk with the teacher.

2nd: Parents can encourage their child to talk with an administrator.

3rd: If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1st: Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.

2nd: If the problem persists after a reasonable time, talk with the teacher again.

3rd: If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, please refer to the Complaint policies contained in this Handbook and available in the MPS office.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or

threatening manner. Please see the "Conditions for Classroom and School Visitation, Shadowing, and Removal Policy" under the section titled "Visitors" in this Handbook.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in SIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in SIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in SIS.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

POLICIES AND PROCEDURES

As a student at MPS, you are required to abide by and respect all rules and regulations in the handbook, both on and off campus. The handbook was established to maintain a safe and healthy school environment conducive to learning.

I. ACADEMIC POLICIES

A. GENERAL GUIDELINES

CAASPP Opt Out:

MPS shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Child Find and Section 504:

MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special education and instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

MPS also recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of MPS. Any student who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodations by MPS. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of MPS' Section 504 Policies and Procedures is available upon request in each MPS school's main office.

Math Placement:

MPS has adopted a math placement policy to establish a fair, objective, and transparent protocol for placement in mathematics courses in order to ensure the success of every student. Please see the main office of your MPS school for the math placement policy.

Grading:

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At MPS course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on performance and practice assessments, as can be seen in the following table.

Aligned with the grading guidelines, each department will work with the Department Chair and the Dean of Academics to develop specific and consistent weights for each grading subcategory, to be shared with parents and students.

Teachers will create reasonable number of assignments for each subcategory in their grading system. Teachers will provide students with access to course material, homework assignments, projects, and students' grades through the school information system, and update SIS records daily/weekly.

Category	Subcategories
Performance Assessments *(Summative)* 70%	▪ Unit assessments *(no more than 50%)* ▪ Benchmark assessments *(no more than 30%)* ▪ Final assessment *(no more than 30%)* ▪ Performance tasks (Projects, portfolios, essays, artwork, models, visual representations, multimedia, oral presentations, live or recorded performances, labs, etc.)
Practice Assessments *(Formative)* 30%	▪ Independent practices ▪ Daily assignments ▪ Classwork ▪ Homework *(no more than 15%)* ▪ Warm-ups ▪ Reviews ▪ Quizzes

Extra Credit:

With prior approval from the Dean of Academics, teachers may offer extra credit. A maximum of five (5) extra credit points (out of 100-point numerical grade) may be applied to a student's grade in each of their classes. Additionally, for both English and Math classes, a student may earn up to five (5) extra credit

points by demonstrating growth in their overall MAP RIT scores, increasing the maximum allowable extra credit points to ten (10). Points may be earned in the testing cycle from Fall to Spring and would be applied to the student's second semester English/Math grades. If Winter MAP test is offered during the first semester, students may also earn points towards their first semester grades. For each point increase in their overall RIT score, students will earn one (1) point of extra credit towards their applicable grade, up to five (5) credit points maximum for each subject area. Regardless of their growth score, students will earn extra five (5) credit points if they meet or exceed the following "Standard Met" cut scores on their Fall or Winter MAP test in the first semester or Spring MAP test in the second semester:

Grade	MAP RIT ELA* F-W-S	MAP RIT Math* F-W-S
3	192-199-202	191-199-204
4	202-207-209	206-212-217
5	208-212-214	219-225-229
6	214-217-218	222-227-230
7	219-221-222	229-233-235
8	223-224-225	238-240-242
* Source: Linking Data Table: Smarter Balanced & MAP		
9	226-227-228	243-244-245
10	229-230-231	246-247-248
11	232-233-234	249-250-251

Homework:

Homework is essential to success at MPS. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, s/he should immediately contact the teacher who assigned it.

Generally, all homework assignments will be posted online, either on teacher/class web pages or on the school information system, which will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. SIS is not intended to replace contacting parents for regular conferences to discuss student progress.

Final Assessments/Exams:

All academic classes will have cumulative final assessments/exams at the end of each semester. These final assessments may be in different forms such as test, essay, project, book report, etc. depending on individual teachers' discretion upon approval by the MPS administration. All students are required to take these final assessments. Cumulative assessments are part of the college preparatory culture; these assessments will help students learn how to study more effectively, as well as improve their retention of the subject content.

Make-up Procedures - Incomplete Grades:

Every effort should be made for a student to make-up work as soon as possible when returning to school from an absence or series of absences. If a student fails to complete a significant number of performance and/or homework tasks due to absence or other extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval. If the necessary performance and/or homework tasks are not complete by the end of the following marking period, the report card grade will revert to the earned numeric grade. In the final marking period, an Incomplete (I) will revert to the earned numeric grade if not complete by a date agreed upon by the teacher and administrator.

Course Withdrawals:

Students may withdraw from a course without penalty of an F grade within 15 school days from the beginning of the course. After 15 school days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Class Change:

During the first 5 school days from the beginning of the course, students will attend the classes they are assigned and/or they signed up for; no changes will be allowed unless there is a scheduling error on the student's schedule. After the first 5 school days, if necessary academic changes arise, students will have 10 school days to complete changes. After 15 school days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Scheduling errors will receive immediate attention by the Dean of Academics. The following are considered scheduling errors: missing a class period, double up of courses in the same period, missing a course needed for graduation, student has not met the prerequisite for a course, etc.

The School will not consider schedule changes for the following reasons: to be with friends, to change teachers, athletics, early/late arrival adjustments (unless required by state or federal law), etc. Class change is at the discretion of the school administration.

B. ELEMENTARY SCHOOL GRADING SYSTEM

MPS will follow the standard scale below to assign percentages/proficiency level for semester work. Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Percentage	Achievement Level
90% - 100%	Level 4: Standard Exceeded
80% - 89%	Level 3: Standard Met
70% - 79%	Level 2: Standard Nearly Met
Below 70%	Level 1: Standard Not Met

Elementary School Grade Retention/Promotion:

The following is MPS' policy regarding the retention of pupils in grades K–5:

- Grades K–2: Any student who is not at benchmark based on reading benchmark assessments, math benchmark assessments or report card grades will be identified for retention. Retention will only occur if the teacher and parent are in agreement that retention is the best intervention to ensure student success.
- Grades 3–5: Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments (Level 1 on Smarter Balanced assessments) or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests will be identified for retention.

An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated plan by the principal, a letter shall be sent within five (5) school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

Report Cards:

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

Students will receive a progress report mid-semester and a final report card at the end of each semester. Teachers will arrange a conference to discuss student progress with at least one parent/guardian each semester. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those identified for retention. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of MPS. MPS' school information system provides a very effective online communication tool for teachers, students and parents for course material, homework assignments, projects, course grade statistics and records of student grades. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can

conference with teachers on an informal basis as needed, and on a formal basis at least twice (2) a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the Charter School's programs.

C. MIDDLE & HIGH SCHOOL GRADING SYSTEMS

Grading Scale:

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP, and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Numerical Grade	Letter Grade Equivalent	Grade-Point Eqv. Unweighted	Grade-Point Eqv. Weighted
98 – 100	A+	4.0	5.0
93 – 97	A	4.0	5.0
90 – 92	A-	3.7	4.7
87 – 89	B+	3.3	4.3
83 – 86	B	3.0	4.0
80 – 82	B-	2.7	3.7
75 – 79	C+	2.3	3.3
70 – 74	C	2.0	3.0
Below 70	***F***	***0.0***	***0.0***

Assignment Grades:

Teachers will create reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive numerical grades for each graded assignment and the student's final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 points. SIS will automatically convert student's final numerical grade to a final letter grade according to the scale in the above table.

MPS promotes use of numerical grades for grading accuracy and our teachers typically use numerical grades when grading student assignments. In the case that a letter grade or a check grade system is used for an individual assignment, SIS will convert those grades to numerical grades according to the following conversion table.

Letter Grade	➔ Converted to Numerical Grade	Special Grades	➔ Converted to Numerical Grade
A+	100	Check Plus ("**+**")	100100
A	97		
A-	92	Check ("**=**")	8585
B+	89		
B	86	Check Minus ("**-**")	70
B-	82		
C+	79	Unsatisfactory ("*I*")	50
C	74		
F	***50***	Missing ("**M**")	**0**
		Excused ("**X**")	**N/A**
		Not Assessed ("**NA**")	**N/A**

Standards-Based Grading (SBG):

Standards-based grading (SBG) measures student's mastery of the essential standards for a class, or how well the student understands the material in class. MPS would like to report grades that are accurate, consistent, meaningful, and supportive of learning. While most MPS teachers currently implement points-based grading and reporting, MPS encourages teachers to explore and implement standards-based grading and reporting. We will keep you updated of our progress.

No "D" Policy:

There will not be a "D" grade option in the grading scale. The primary concern of MPS is the educational success of our students. This policy will allow for MPS to maintain a high standard throughout its program and ensure that MPS students remain competitive, especially in the area of college and scholarship applications.

[For High School Only] The "No D Policy" applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a "D" grade prior to 2012-13 school year will keep their credits and do not have to make up credits for

any previously passed course at MPS. Also courses transferred from another accredited school will appear on student's transcript as they are and "D" will be accepted as a passing grade for all transferred courses. Therefore, the "No D Policy" does not negatively impact graduation.

Determining Final Grades:

In middle and high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. MPS grade promotion policy is based on each semester grade and not on yearly average of two semester grades.

Grading for Transfer Students Entering Mid-Semester to MPS from Another School:

When a transfer student enters mid-semester to MPS, the transfer grade from the previous school for the same class, if available, will be given the following weights to determine the final semester grade:

Week of the semester student enrolled in MPS	Credit
1-6	Full credit enrollment
7-9	Student may or may not be enrolled in new class. If enrolled, it may be either for full credit or for no-credit observation only. Decision will be made on a case by case basis. If a decision is made for full credit enrollment, the student is expected to commit to intense intervention which may include attending after-school tutoring and receiving out-of-school support.
10+	Student may or may not be enrolled in new class. If enrolled, it is for no-credit observation only. The decision will be based on the best interest of the student.

The teacher may assign make-up work to determine the grade if no transfer grade is available. Make-up work must be assigned within a reasonable time frame that allows the student to complete the work for credit.

The following guidelines apply when a transfer student wants or needs to enroll in a class that s/he was not taking at her/his previous school. The decision will be made on a case by case basis.

Week of the semester student enrolled in MPS	Weight of transfer grade	Weight of grade at MPS
1-6	0	1
7-9	1/3	2/3
10-12	1/2	1/2
13+	2/3	1/3

Honor Roll/High Honor Roll:

At the end of each semester MPS publishes the honor rolls for students.

Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors). Students must pass all classes to make the semester honor rolls.

Grade requirement for school team participation:

All students are required to maintain a "C" or better in all classes to play/participate on a school team.

Middle School Grade Promotion:

Core Courses: Core courses are Math, Science, English Language Arts, and History/Social Science.

Criteria: To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year.

Summer School: Students who fail any core courses should attend summer school at MPS, if available, or at a public school to make up failed course courses during summer. Students who perform successfully at summer school will receive a passing grade as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If a student earns passing grades during the summer for all the failed core courses and have a recalculated GPA of at least a 2.0, he or she may be promoted to the next grade.

Retention: If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, student will be recommended for retention in the current grade unless the school administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s)/guardian(s) before the end of the school year informing them that their child is at risk of retention.

- A meeting will be set up with the parent(s)/guardian(s). The student's grade reports shall be provided to and intervention options, including summer school, will be discussed with the student's parent(s)/guardian(s). The parent(s)/guardian(s) may be informed at that meeting that their child is recommended for retention. This meeting will be documented with an academic support plan signed by the school administration and the parent(s)/guardian(s).
- By the end of the summer before the start of the next school year, the school administration will make their final decision based on student's performance in summer school and readiness for next grade. A letter shall be sent to formally inform the student's parent(s)/ guardian(s) of the school administration's decision regarding the retention.
- The parent(s)/guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra support in their specific areas of concern, both in class and through intervention offerings.

Participation in Promotion Activities/ Ceremony: In order for students to participate in any promotion activities they must fulfill all the promotion requirements and not be on suspension or recommended for expulsion at the time of the Promotion Ceremony.

Tardies/Absences: After 20 tardies or unexcused absences students will not be allowed to walk on stage for promotion. This is a privilege.

High School Credit Earned in Middle School: Students who take high school courses in middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student's high school transcript. Grades from such courses will not be included in high school cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics (Algebra 1, Geometry, Integrated Mathematics I, and other high school level mathematics courses), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language if students demonstrate proficiency by passing those courses or a LOTE proficiency test provided by the School. Again, middle school courses must be comparable in content to courses offered at the high school level. Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

D. HIGH SCHOOL GRADUATION REQUIREMENTS

High School Grade Promotion:

Criteria: To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below by the end of the school year or by the end of the summer before the start of the next school year.

Student transcripts will be updated to include summer grades and GPA will be recalculated. If students have the minimum required credits and at least a 2.0 recalculated GPA, they will be promoted to the next grade.

Core Courses: Core courses are Math, Science, English, and History/Social Science.

Minimum required credits:

To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.

To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.

To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

A student's grade level placement remains the same for an entire school year.

Participation in Senior Activities/ Graduation Ceremony: In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements, described herein, and not be on suspension, or recommended for expulsion at the time of the Graduation Ceremony.

Tardies/Absences: After 20 tardies or unexcused absences students will not be allowed to walk on stage for graduation. This is a privilege.

Graduation: MPS believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. MPS meets and exceeds the admission requirements of all four-year universities including University of California ("UC").

Students must meet the following requirements to graduate from MPS:

Credit Requirement: Currently, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. *(See section "High School Credit Earned in Middle School" for middle school courses identified for high school credit.)* Each high school course at MPS is semester based and worth 5 credits, with an exception of courses such as Sustained Silent Reading (SSR) or Advisory which last one-half of a typical class period or less and are worth 2.5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

Specific Course Requirements: The following table lists courses required in order to graduate from MPS.

Diploma Types: MPS offers three different high school diploma types: ***Standard (S), Advanced (A), and Honors (H).*** 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. Students are always welcome, and often encouraged, to exceed these minimum requirements.

Math Requirement: MPS math requirements are threefold:

1) Credit requirements: MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.

2) Year requirements: MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma *(state requirement)* and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

3) Course requirements: Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

MPS Graduation Requirements

Subject Area	Requirements	Diploma Type S	Diploma Type A	Diploma Type H
(a) History / Social Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	30	30	30
(b) English	Four years of approved courses	40	40	40
(c) Mathematics	Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. *(Four years recommended)*	30	40	40
(d) Science	Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. *(Three years recommended)*	20	30	40
(e) Language Other Than English	Two years of the same language other than English or equivalent to the second level of high school instruction. *(Three years recommended)*	20	20	30
(f) Visual & Performing Arts	One year chosen from dance, music, theater or the visual arts.	10	10	10
(g) Electives* ** Elective course offerings may change depending on student interest and resource availability.*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, Computers &Technology *(20-30 credits of electives required depending on diploma type)*	30	30	20
Physical Education	Two years	20	20	20
Computers & Technology	One year	10	10	10
	Total Required Credits:	**210**	**230**	**240**
AP* Course /College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. *(Not required for a standard diploma.)*	N/A	20	30
Other Requirements	Minimum Cumulative GPA	**2.00**	**3.25**	**3.50**
	Req. Service Learning Hrs.	N/A	40	40

Service Learning: Completing 40 hours of community service before graduation is no longer a high school requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain "real life" experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

***[For High School Only]* Cumulative GPA:**

A cumulative GPA is calculated for all high school level courses based on the number of credits received and their weighted grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors, eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student's high school transcript. The high school transcript is a record of all final course grades received for high school courses.

MPS requires a minimum of 2.00 cumulative GPA for graduation, 3.25 for an advanced diploma, and 3.50 for an honors diploma.

All graduating students who are eligible to receive an Honors diploma with a cumulative GPA of 4.0 or above shall be designated as the Valedictorian. Cumulative GPA computation for Valedictorian shall be based upon student's projected grades as of the first of June prior to the date of graduation.

Note: UC/CSU systems do their own GPA calculations for a-g courses taken between the summer following 9th grade through the summer following 11th grade in calculating a student's GPA. Please see your high school college advisor for further details.

Language other than English (LOTE) Courses: MPS will allow other options to satisfy the "e"-LOTE requirement for graduation. Completion of higher-level LOTE coursework with a grade of C or higher may validate D or F grades earned in lower-level courses or when a lower-level course is skipped. Please check UC Admissions website for details of course validation. UC-transferable college courses or satisfactory scores on SAT Subject, AP or IB exams can also be used to fulfill the LOTE subject requirement.

Generally, bilingual students are considered to have met the "e" subject requirement and may choose not to enroll in LOTE courses. Students who elect not to take courses in a LOTE may satisfy the "e" requirement *(for all diploma types)* by one of the following methods:

- Formal schooling in a language other than English – Students who have completed two years of formal schooling at the sixth-grade level or higher in a school where a LOTE was used as the medium of instruction have met the LOTE requirement. A school transcript or other official document is required.
- Assessment by a recognized test or University – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.
- Certification by high school principal – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

Credit Acceptance: Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school.

These courses will appear on student's transcript as they are transferred and will be included in cumulative GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines:

Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses, ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated

grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g" requirement in which the student originally earned a grade of C or higher.

Credit Recovery: A high school student who fails a course at MPS is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

Summer School: Students can take a summer school course at any public school to recover missing credits. MPS may offer summer school depending on student needs and availability of teachers and resources.

Online Courses: Students who are credit deficient may enroll in accredited online courses to recover missing credits. Some examples to accredited online course providers are: APEX Learning, FuelEd, BYU, etc. College advisor's approval is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

College Dual Enrollment: Students may enroll in a post-secondary course creditable toward high school completion. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

WASC Accreditation & Transferability of Courses: All MPS schools are WASC-accredited and all A-G courses of MPS are transferable to other public schools and meet the rigorous requirements for admission to both the UC and state university systems. Every transfer student will participate in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population. Please contact your MPS school's Dean of Academics & College Advisor for further information.

Advanced Placement (AP) Courses: MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

Dual Enrollment: Dual enrollment is a program that allows eligible high school students to enroll in a college course. Dual enrollment eliminates duplication of coursework between high school and college and allows students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal and social maturity are welcome to apply. Students should visit their high school college advisor prior to the beginning of the semester to seek permission for enrolling and complete a dual enrollment registration / parent consent form.

If a student wishes to receive high school credit for a college class, a 3.0 unit or more one-semester college class will earn two semesters worth of high school credit (10.0 credits). The following table will be used for conversion of college units to high-school credits:

College units	High school credits
1 semester college unit or 1-2 quarter college units	2.5 high school credits
2 semester college units or 3 or more quarter college units	5.0 high school credits
3 or more semester college units	10.0 high school credits

To determine how a college course fulfills a high school requirement see your high school college advisor. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations. *Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.*

All students in grades 11 and 12 are required to be enrolled in at least five courses each semester. These courses can be classroom-based courses taken at MPS, online courses provided by MPS or approved online course-providers, CSU, UC or community college courses, and other courses and activities for which academic credit will be provided upon satisfactory completion. MPS requires that the average number of minutes of attendance in any two consecutive schooldays is no less than 240 and minutes of attendance in any one school day is no less than 180.

Counseling programs:

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT test dates and materials
- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed is confidential except when it involves your safety or the safety of someone else.

MPS adheres to the National Counseling Standards. The standards are as follows:

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and home and community life.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

PSAT/NMSQT Tests &Applications:

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grades 9 through 11 are required to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test. ™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;
- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

Cal Grant program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students to apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school or Home Office official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC by October 1. The Cal Grant application submission deadline is October 1 of the grade 12 year.

E. ATTENDANCE

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Professional appointments such as medical, dental, optometric, or chiropractic appointments:
    a. Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.
4. Attendance at funeral services for a member of the immediate family:
    a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.

b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.

5. Participation in religious instruction or exercises in accordance with MPS policy:
    a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester;
5. Attendance at the pupil's naturalization ceremony to become a United States citizen;
6. Attendance at an employment conference;
7. Take Our Daughters and Sons to Work Day.

Other reasons will be considered that are requested in writing and approved by MPS. If the excuse is not one of the valid excuses listed above, the MPS administrators are authorized to excuse school absences due to the pupil's circumstances on a case-by-case basis.

Unexcused Absences/Tardies for Classroom Based Attendance

Students will be marked unexcused if they:

1. Do not bring a written note within two (2) school days following an absence;
2. Leave school without signing out at the school office;
3. Are absent from class without teacher permission, including walking out of class;
4. Are absent from class without parent permission, (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission);
5. Get a pass to go to a certain place but do not report there; and/or
6. Are absent/tardy for reasons **not acceptable** to the administration including but not limited to:
    - Not waking up on time
    - Transportation problems (missing the bus, traffic, car trouble, etc.)
    - Inclement weather
    - Running errands for family
    - Work
    - Babysitting
    - Hair appointment
    - Needed at home
    - Vacations or trips
    - Athletic workout
    - Socializing/Lingering in the hallway

Method of Verification

A parent/guardian must inform the MPS main office via phone of their child's absence/tardy the morning of the absence/tardy. When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence/tardy within two (2) school days of the excused absence and/or upon the student's return. If a satisfactory explanation is not provided within two (2) school days of the absence/return, the absence will be marked as "unexcused." The following methods may be used to verify student absences/tardies:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
    a. Name of student;
    b. Name of parent/guardian or parent representative;
    c. Name of verifying employee;
    d. Date or dates of absence; and
    e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
    a. When excusing students for confidential medical services or verifying such appointments, MPS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
    b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had twenty (20) absences in the school year verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Students the arrive to school late must report to the main office when he or she arrives. If the student fails to do this, he or she will receive an unexcused tardy. If the student fails to present a satisfactory explanation verifying the reason for the tardy, he or she will receive an unexcused tardy. The student will be given a "late slip" from office staff to be admitted to class.

Extracurricular Activities

When a student misses ten (10) full unexcused days in a semester, he or she may not be allowed to participate in any extracurricular activities in that semester. Special circumstances with documented explanations should be reviewed with the administration. After twenty (20) unexcused absences/tardies, the student will not be allowed to walk on stage for promotion/graduation.

Make up Work for Excused Absences

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

Independent Study Policy

Students with a legitimate need for an extended absence can enroll in independent study. Please see the main office of your MPS school for the independent study policy.

Unexcused Absences/Truancy for Classroom Based Attendance

Each person between the ages of 6 and 18 years old is subject to compulsory full-time education. (Education Code sections 48200 and 48410). Students shall be classified as "truant" if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code section 48260). Such students shall be reported to the MPS Principal or designee.

In addition, students shall be classified as a "chronic truant" if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date. (Education Code section 48263.6).

The MPS Principal or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, MPS is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, MPS will implement the processes described below.

PROCESS FOR UPHOLDING THE ATTENDANCE POLICY

First Day of School Process:

When students are not in attendance on the first five (5) consecutive days of school, MPS will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify MPS of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be voluntarily disenrolled from the MPS roster, as it will be assumed that the student has voluntarily chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. MPS will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student's failure to attend MPS and the voluntary disenrollment.

Truancy Process:

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian

by the MPS Principal or designee. The student's classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. In addition, the student's classroom teacher may also call home and/or MPS may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from MPS. This letter must be signed by the parent/guardian and returned to MPS. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, MPS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student Support and Progress Team (SSPT) and the MPS Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel can include, but is not limited to, the following school members: School Administrators, School Psychologist, Counselor, Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The panel may be composed of any individual who is working with the family and has a viable interest in the student's school attendance. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
    a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
    b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
        i. Parent/guardian to attend school with the child for one (1) day
        ii. Student retention
        iii. After school detention program
        iv. Required school counseling
        v. Loss of field trip privileges
        vi. Loss of school store privileges
        vii. Loss of school event privileges
        viii. Required remediation plan as set by the SART
        ix. Notification to the District Attorney
    c. The SART panel may discuss other school placement options.
    d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from MPS and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, MPS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update MPS with any new contact information.
8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to MPS' communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences or

tardies, the parent/guardian may receive notice that the student is in in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused absences or tardies. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily disenrolled from MPS. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the MPS CEO or designee for review of the matter and final decision. If the MPS CEO or designee makes the decision to disenroll, notice will be sent to the student's district of residence within thirty (30) days. The MPS CEO or designee decision not to disenroll the student does not prevent the SART panel from making a similar recommendation in the future.

Referral to Appropriate Agencies or County District Attorney:

It is MPS' intent to identify and remove all barriers to the student's success, and MPS will explore every possible option to address student attendance issues with the family. For any unexcused absence, MPS may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, MPS shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

The MPS Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

II. DISCIPLINE POLICIES

Magnolia Public Schools Student Code of Conduct:

MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Uniform and Personal Appearance:

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform.

All MPS students are required to wear the school uniform at all times including during the afterschool tutoring/activities. Refer to Student Uniform Policy on later pages.

A. EXPECTED STUDENT BEHAVIOR

Students should always remember that their behavior and actions at school and at school-sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what expected from an MPS student:

Breakfast/Lunch Time:

Students must:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.
- Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.

- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission).
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

Students must:

- Be on their best behavior.
  Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms:
Hallways, Lunchroom and Restrooms are areas used by all members of School**.** Students must:

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills:

Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom:
Students must:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences:
Please check the teacher's syllabus for specific consequences which may include:

1. **In Class Warning**
2. **Student-Teacher Conference**
3. **Reflection / Parental Notification**
4. **Parent Conference**
5. **Office Referral & Administrative Disciplinary Procedures**

B. SIS BEHAVIOR POINTS

[For Middle & High School Only] Student behavior will be recorded on SIS and students will receive the following rewards or consequences based on their behavior points.

Note: The following tables are for sample purposes only. Each individual MPS school may

include amendments into the SIS behavior points, rewards, and consequences addressing local needs.

Positive Rewards:	
+5	Contact parent/guardian
+10	Lunch speed pass
+15	Treat
+20	One day free dress (pass will be given)
+25	Extended lunch period
+30	Two-day free dress (pass will be given)
+35	VIP breakfast
+40	Entered in a raffle
+45	Free dress – every Friday for one month (pass will be given)
+50	VIP lunch and "Race to the Top"
Negative Consequences:	
5 entries	Contact parent/guardian
10 entries	Loss of privileges
15 entries	Parent/guardian conference / Red slip*
20 entries	Behavior plan and lunch reflection
25 entries	Shadowed by parent/guardian for a day and one hour after school reflection
30 entries	Student improvement team
35-49 entries	Pending Reflection Committee outcome
50 entries	Reflective hearing with Reflection Committee, parent/guardian and student

**Students may earn a positive SIS point for receiving all acceptable marks and a signature on their red slip.*

When a student receives negative twenty or more SIS entries, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Reflection Committee.

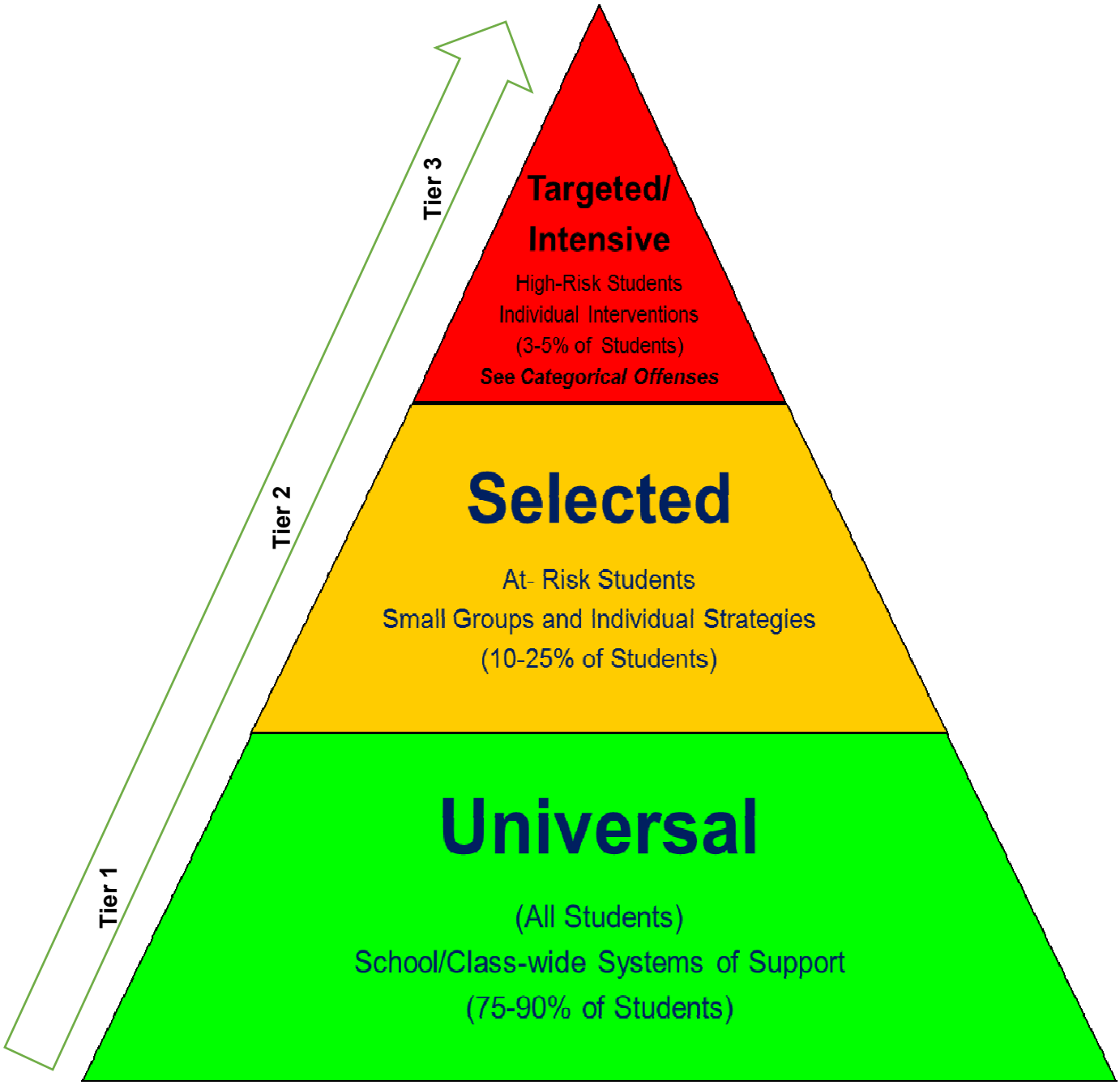
C. UNACCEPTABLE TYPES OF BEHAVIOR AND CONSEQUENCES

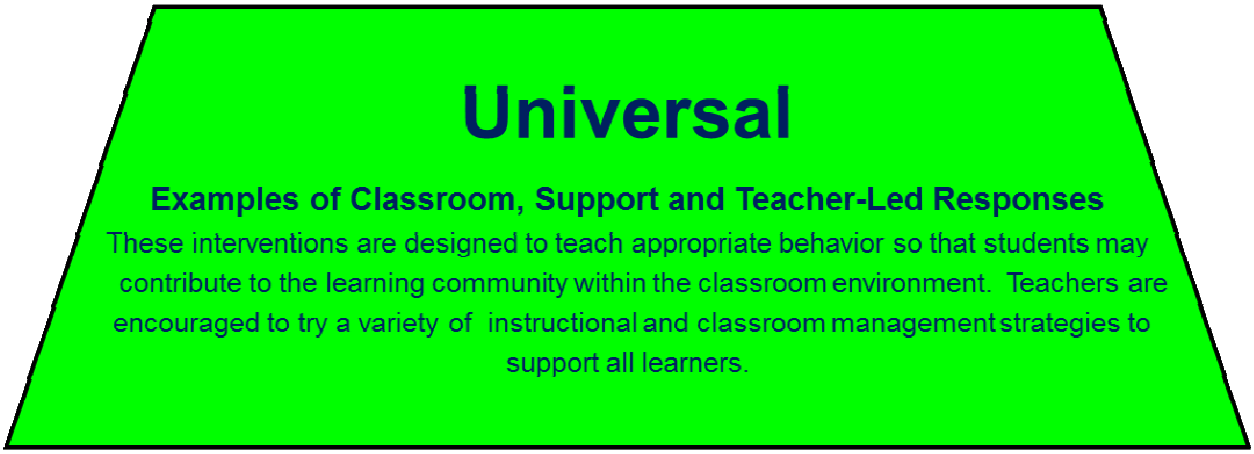
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words, MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the MPS Student Expression Policy available in the office of each MPS school.

The following tables delineate unacceptable types of behavior and possible consequences.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
▪ Invading personal space ▪ Antagonizing others ▪ Violation of school/class rules ▪ Horseplaying ▪ Violating off-limits/restricted area ▪ Habitually tardy and/or not being in assigned location ▪ Disrupting the learning environment/Off task ▪ Littering ▪ Not having proper materials, supplies, and/or equipment for class participation ▪ Inappropriate use of electronic devices ▪ Dress code violation ▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.) ▪ Passive participation in hurtful acts/words against others ▪ Public display of affection (holding hands, kissing, hugging, etc.) ▪ Refusing to cooperate and comply with school rules/personnel	✓ School-wide PBIS ✓ Social-emotional learning program ✓ Proactive classroom management ✓ Regular, preemptive communication with families ✓ Classroom incentives ✓ Seating, assignment, behavioral accommodations ✓ Conferencing with student(s) and parents ✓ Verbal correction and redirection ✓ Reminders, role-play, daily progress sheet ✓ Loss of classroom privileges ✓ Written and/or verbal reflection

Selected

Examples of Support, Removal and Administrative Responses

These responses engage the students's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
▪ Using/possessing tobacco and/or lighter ▪ Violating traffic or safety regulations ▪ Encouraging other students to violate school rules ▪ Leaving school and/or school bus without permission ▪ Fighting and/or arranging altercations ▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property) ▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) ▪ Defacing and/or vandalism of school property ▪ Plagiarism/academic dishonesty ▪ Leaving school or classroom without permission (truancy) ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) ▪ Stealing and/or possessing stolen property ▪ Failure to attend to/complete assigned restorative action ▪ Gambling or Extortion ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Sexually explicit behavior ▪ Planning and/or arranging actions with malicious intent ▪ Writing or drawing obscene /profane language/pictures ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Bullying/cyberbullying ▪ Violation of personal boundaries ▪ Refusing to cooperate and comply with school rules/personnel	✓ Behavioral contract ✓ Self-monitoring ✓ School-home communication ✓ Adult or peer mentorship ✓ Utilize check-in and check-out system ✓ Intensive academic and/or social support ✓ Reflection (lunch, after school, Saturday, etc.) ✓ Refer student to SSPT ✓ Loss of privileges ✓ Counseling ✓ Temporary removal from class ✓ Extended school day



Level 3 Infractions	Interventions
▪ Physically assaulting with serious bodily injury ▪ Conduct or habits injurious to others (peers/authority) ▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia ▪ Bullying (harassing, intimidating, cyberbullying) ▪ Fighting and/or arranging altercations ▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) ▪ Causing a false fire alarm ▪ Making a bomb/explosive threat ▪ Encouraging other students to violate school rules ▪ Student hazing ▪ Using gang and/or secret society symbols/acts ▪ Inappropriate use of electronic devices ▪ Public displays of sexually explicit behavior ▪ Defacing and/or vandalism of school property ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Stealing and/or possessing stolen property ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) ▪ Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✓ All Tier 1 and Tier 2 interventions ✓ FBA-based behavior intervention plans ✓ Teaching replacement behavior ✓ Home and community supports ✓ Self-management program ✓ Restricted access ✓ In-school reflection and/or suspension ✓ Short-term out-of-school suspension ✓ Extended out-of-school suspension ✓ Request for alternate educational setting ✓ Recommendation for expulsion

Infractions Explained:

(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures, below)

Assaulting, Fighting and/or Arranging Fights

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices

CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school, it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty

Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the RTI table above will apply as well.

Texting/Sexting

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

Violating Uniform Policy

A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook**.**

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity

Any gesture or material of this nature is not permitted at school or school functions.

Bullying & Cyber Bullying

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or

group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. <u>This includes the use of social media for wrongful purposes.</u>

Each MPS student agrees to:

• Value student differences and treat others with respect.

• Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. See also the MPS Policy Against Unlawful Harassment.

Harassment can be verbal, physical and visual. (Education Code, § 212.5)

Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Behaving Disrespectfully towards Teachers or Staff

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written is considered a form of disrespect.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Smoking or Use of Other Tobacco Products

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, e-cigarettes, vaporizers, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

No Permanent markers or aerosol cans are allowed at school.

Displaying Threatening Behavior

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats ("hard" stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.

Possession or Use of Fireworks

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Gang and Secret Society Symbols

Disruption and/or intimidation caused by the wearing of any type of clothing, accessories, hair style, or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.
Arson
Intentionally starting any fire or combustion on school property
Public Display of Affection
Public displays of affection are not allowed.
Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules
Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures, below, for more information.

D. SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;

b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in minor injury.
3. Unlawfully possessed, used, sold or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property resulting in negligible loss.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature

cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience interference with his or her academic performance.

iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

24. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

25. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Mandatory Suspension Offenses

Students shall be suspended when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the

Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;

b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

Expulsion (Discretionary Offenses)

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion in excess of $1,000.
7. Caused or attempted to cause damage to school property or private property in excess of $1,000.
8. Stole or attempted to steal school property or private property in excess of $1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
11. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
15. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even

if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

16. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

17. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.

        iii. Causing a reasonable student to experience interference with his or her academic performance.

        iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

            (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

        iii. An act of cyber sexual bullying.

            (a) For purposes of this clause, "cyber sexual bullying" means

the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

20. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Expulsion (Mandatory Offenses)

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MPS' disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial

risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the

appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of

placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

GENERAL POLICIES

A. SCHOOL ACTIVITIES

MPS will offer a range of activities that will enrich student development during and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

Athletic Activities:

The Charter School complies with Education Code Section 49475 regarding student athletes who sustain concussions. A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications, including prolonged brain damage and death if not recognized and managed properly. MPS offers an athletic program, and so we must immediately remove from the school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until h e or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

Additionally, on a yearly basis, MPS must provide a concussion and head injury information sheet to athletes, which must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. MPS shall distribute this information sheet to athletes prior to the start of the athletic season. Copies are also available in the main office of each MPS school.

Additionally, those wishing to participate in athletics at MPS, must review the information sheet on sudden cardiac arrest and return the signed information sheet to the main office of each MPS school. The information sheet is located at: https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf.

Field Trips:

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year.

MPS plans many field trips, weekend getaways, summer camp, and the Europe Trip during spring break.

Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date. Phone calls will not be accepted as permission for students to attend.

Academic Tutoring Program:

- Tutoring will be available as part of the MPS after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. We offer math and SAT/ACT prep. All students are welcome to join at specified times.

After School Activities:

MPS offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.
- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MPS code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after-school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be posted after school starts. We strongly encourage our students to explore and take advantage of these after school opportunities.

MPS is not responsible for students on campus who are not participating in after school activities or who remain on campus after the completion of the after-school activity. Those students must leave the campus within ten minutes of school or after dismissal time. Following is the MPS policy regarding students left on campus after school hours. Contact the office of each MPS school for more information.

POLICY REGARDING STUDENTS LEFT ON CAMPUS AFTER SCHOOL HOURS

MPS is committed to providing a safe campus for all students. When students are left on school property

after the close of business hours, MPS will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, MPS staff will:

1. Notify the principal or designee immediately.
2. Attempt to reach parents/guardians through the phone number provided to the School by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.
3. If a staff person becomes aware a child is on campus more than ten minutes after dismissal of the regular school day or after school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.
4. Notify the principal or designee after the ten (10) minutes after dismissal has passed if there is a possibility that law enforcement may be called to assist the student.
5. As a last resort, contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.
6. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the parents/guardians in writing of parental responsibilities and consequences for their child. A consequence may include: refusal to allow the student to attend after school programs if the parent is repeatedly late in retrieving the child.

Students should not be dropped off more than thirty (30) minutes early for School. The School will open its doors at 7:30 a.m. and at this time students will be supervised by School staff. All students that arrive before 7:30 a.m. will be unsupervised and the School will not be responsible for the safety and well-being of these students. (Each individual MPS school may include site-specific amendments into the drop-off, pick-up, and supervision times addressing local issues.)

B. ILLNESS, INJURY, AND MEDICATION POLICIES

MPS does not have a nurse on staff. Consistent with doctor's orders, properly trained office staff can assist students with basic first aid treatment; however, office staff is not registered nurse. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.

Illness or Injury during the school day:

If a student becomes ill or injured during the school day, s/he must report to the Main Office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.

Illness at Home:

If a student is not physically well prior to the beginning of the school day, the office should be informed and the student should be kept at home.

Medications:

- Medication shall be administered during school hours only if determined by a physician to be necessary and with parental permission.
- All medications must be in the original container.
- The container must be clearly marked with the student's first and last name.
- A "Request for Medication to be Taken During School Hours" must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the Main Office. This form shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for the administration changes.
- All medications are to be delivered to the Main Office in their original containers, with the name of the student, medication, dosage, and frequency of administration clearly marked. Extra medication should be picked up by the parent/guardian at the completion of the medication regimen or end of the school year, whichever is earlier. The school is not liable for any medication not picked up after the end of the school year.
- MPS staff shall keep records of medication administered at MPS.
- Medication will be kept in a secure and appropriate storage location at each MPS school and administered per physician's instructions by appropriately designated staff.
- Administration will consult with the parent/guardian and student's medical professionals to establish a written plan for Students with chronic health issues or conditions that require specific medication regimens or health plans, such as diabetes, asthma, etc.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

Epinephrine Auto-Injectors:

Trained MPS personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. MPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or

junior) to meet the needs of its pupils. MPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

MPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. MPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

Contagious Diseases:

If, during the course of the year, a child develops any contagious disease or condition, please notify the school immediately so that precautions can be taken and appropriate notifications sent home.

The School reserves the right to notify the municipal bodies and Department of Health if necessary under federal and state laws.

Diabetes Information Sheet:
MPS will provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 2 Diabetes.
2. A description of the risk factors and warning signs associated with Type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes.
4. A description of treatments and prevention of methods of Type 2 Diabetes.
5. A description of the different types of diabetes screening tests available.

Oral Health Assessment:
Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement. MPS provides the appropriate forms to incoming students to be completed by the oral health professional to satisfy this requirement. Please see the main office at your MPS school if you need another copy of this form.

Suicide Prevention:

MPS is committed to the safety and wellbeing of all students. Please see a copy of the MPS suicide prevention policy on the MPS website. It is also available at the Main Office.

C. PARENTAL INVOLVEMENT AND SUPPORT

Since your child's education is a continuing process, parent cooperation, support, and assistance are needed if we are to be successful. Together, we can make a positive difference in your children's lives. The following are ways that we can work to fulfill our common goals:

Parents/Guardians are asked to:

- Be a good listener to both your child and the school staff when conflicts arise.
- Be a positive role model for your child.
- Contact the school as necessary.
- Participate as fully as possible in volunteer opportunities, student presentations, parenting programs, special projects, and assembly events.
- Be familiar with MPS student handbook and explain it as necessary.

D. PARENT/TEACHER COMMUNICATION

- Parents are encouraged and are always welcomed to discuss the progress or problems of their children with the school faculty when an appointment is made prior.
- Parents may not disturb a teacher during school hours.
- An appointment is required for all conferences.
- To make an appointment with a teacher, call the main office or email them directly.
- Please do not attempt to have an impromptu conference with a teacher on campus as appointments are mandatory.
- If your question relates to the classroom, please ask the appropriate teacher.
- Any question involving a student's work or behavior must be discussed with the teacher before it is discussed with the administration.
- Parents are expected to make every reasonable effort to cooperate with the teachers and school staff to help their child have a successful educational experience.
- Parents who wish to observe their child's classes need to make arrangements with the teacher whom they like to visit and get approval from administration at least a day prior to their visit.
- Parent/teacher/student conferences are strongly encouraged when an appointment is made prior.

E. HOME VISITS

- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family

visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- For most students home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in these two worlds. They do not intersect considerably. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

F. CONTACTING YOUR CHILD DURING SCHOOL HOURS

- Parents/Guardians should only contact the main office if they must leave a message for their child in case of an emergency. Students will not be disrupted during school hours for non-emergency reasons. In case of an emergency, the message will be given to the student by office personnel.
- Parents/Guardians should not contact their child's cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

G. VOLUNTEER, VISITATION, SHADOWING, AND REMOVAL POLICY

MPS encourages parents/guardians and interested members of the community to visit MPS and view the educational program, MPS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, MPS has established the following procedures to facilitate volunteering and visitations during regular school days:

Volunteering Categories and Application Process

A. Certified Volunteers ("C-Volunteers")
   a. Who are C-Volunteers: These are volunteers that would like to volunteer with MPS on an ongoing basis and may have unsupervised exposure or contact with students. Examples may include but are not limited to: classroom volunteers, tutors, field-trip volunteers, etc.
   b. Application Process: C-Volunteers must provide MPS with the following documents:
      - Volunteer Application Form (signed)
      - Volunteer Commitment Form (signed)
      - Fingerprinting and Background Clearance (if volunteering outside of the direct supervision of a credentialed employee)
      - Tuberculosis risk assessment or examination
      - Valid photo I.D. (driver's license, passport, military ID, US or other government identification)

B. Single Event Volunteers ("SE-Volunteers")
   a. Who are SE-Volunteers: These are volunteers that would like to volunteer at MPS for a one (1) days special event or activity and have no unsupervised exposure or contact with students. Examples may include but are not limited to: guest story reader, guest speaker, senior exhibition panel member, etc.
   b. Application Process: SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

Volunteering Guidelines

Parents or guardians who are interested in volunteering must adhere to the following guidelines:

1. Volunteers must arrange volunteering schedule with the classroom teacher and/or MPS Principal or designee, at least forty-eight (48) hours in advance. Volunteering in class may be limited to certain hours or specific assignments as determined by the classroom teacher(s) or MPS administration.

2. For all prospective volunteers (both C-Volunteers and SE-Volunteers), the MPS Principal or designee will review California Megan's Law online database at http://www.meganslaw.ca.gov to ensure that prospective volunteers are not registered sex offenders.

3. Prior to volunteering in the classroom or on campus, the volunteer should communicate with the teacher and/or MPS staff to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.

4. Information gained, overheard, or inadvertently acquired by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality and may not be shared with any individual except with the MPS Principal.

5. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.

6. Volunteer hours are applied to the non-mandatory 10 hours of volunteering requested pursuant to the Charter Petition/Student-Parent Handbook. All parents are encouraged – but not required – to contribute a minimum of 10 hours per year to the school. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged volunteer hours.

7. This Policy does not authorize MPS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation Guidelines

1. Visits during school hours should first be arranged with the teacher and MPS Principal or designee, at least three (3) school days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) school days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the MPS Principal or designee.

2. All visitors shall register in the main office immediately upon entering any school building or grounds when during regular school hours, including immigration enforcement officers. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. If the visitor is an immigration enforcement officer, the officer will also be asked to produce any documentation that authorizes school access. A copy of the documentation provided by the officer and notes from the encounter may be maintained by MPS. The appropriate agencies will be contacted regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

   For purposes of school safety and security, the MPS Principal or designee have designated that each visitor wear a visitor's pass/sticker as a visible means of identification for visitors while on school premises.

3. Except for unusual circumstances, approved in advance by the MPS Principal, MPS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

4. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and MPS Principal's advance written permission.

5. Before leaving campus, the visitor shall sign out of the Visitors Log Book in the main office.

6. The MPS Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

7. The MPS Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt MPS' orderly operation. If consent is withdrawn by someone other than the MPS Principal, the MPS Principal may reinstate consent for the visitor if the MPS Principal believes that the person's presence will not constitute a disruption or substantial and material threat to MPS' orderly operation. Consent can be withdrawn for up to fourteen (14) days.

8. The MPS Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the MPS Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

9. Any visitor who is denied registration or has his/her registration revoked may request a conference with the MPS Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the MPS Principal with fourteen (14) days of the denial or revocation of consent. The MPS Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the MPS Principal shall be held within seven (7) days after the MPS Principal receives the request. If no resolution can be agreed upon, the MPS Principal shall forward notice of the complaint to the MPS Board of Directors. The MPS Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

10. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the MPS Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

11. The MPS Principal or designee shall seek the assistance of the police in managing with or reporting any visitor in violation of this Policy.

Shadowing Guidelines

Shadowing gives parents and students an opportunity to observe instruction during an ordinary school day and can help open dialog between parents and students about school. Parents are welcome to shadow their children, that is, to follow them through their school day. In order to maximize the benefits of shadowing, we request that parents adhere to the following guidelines:

- Follow the above procedure for providing three (3) school days advance notice of your visit, signing in at the main office when arriving at MPS, and obtaining a visitor's pass/sticker. Notice of your visit and intent to shadow should be provided by completing the Shadow Request Form, below, and submitting it to MPS at least three (3) school days in advance of your visit.
- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.
- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or other students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video, or take photos. Should you have any concerns, report them to the MPS administrators.
- Meet with MPS administration to debrief your visit.

MPS administration has the right to withdraw consent for a visitor to be on campus, as described above. All persons making the visit shall be deemed to have waived claims against the school for injury, accident, illness, or death occurring during or by reason of visit.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to MPS' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

H. SCHOOL INFORMATION SYSTEM

Parents, as well as students, will have access to their child's grades in each class, missing/incomplete/ upcoming assignments, upcoming tests/projects, discipline, communication log, and teacher contact information. Each parent will be provided with a username and password to have access throughout the school year, 24 hours a day.

All discipline entries will remain on SIS for the entire year.

I. PHONE USE

In case of emergency, students may go to the office with a hall pass from a teacher.
Please note: The office phone is for emergency calls only.

J. NEWSLETTER

- Communications regarding school activities from faculty to parents/guardians and students will be sent home periodically.
- Copies of the newsletter are available at the school office.

K. ELECTRONIC DEVICES

MPS policy regarding possession of cellular phones, any personal electronic devices, IPods, MP3 players, cameras, video cameras, laptops, and recording devices is as follows:

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student's belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.
- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.
- All confiscated devices will be returned to the parent/guardian accompanied by the student at the end of the school day.

L. LOST AND FOUND

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the main office. Items not picked up will be donated monthly.

M. PE LOCKERS

- When available, lockers are provided for physical education class during that period only.
- Lockers are not assigned to students.
- The lockers are school property; anything placed in them or brought to campus is subject to inspection at the discretion of the administration.
- Students are responsible for all items in their locker.
- Students may be provided with a lock or allowed to bring a lock for their gym lockers and use it for the period with the condition of removing them daily. Please check with the school administration for specifics.

MPS does not accept any responsibility for stolen or lost money, clothing, valuables or other articles.

N. TEXTBOOKS

Textbooks and work books are issued at teacher's discretion. Students may be assigned a set of textbooks in addition to a classroom set. Students are responsible for the care of all textbooks and work books. Books are to be returned to the school in good condition at the end of the school year or at the time a student transfers out to another school.

Students will be required to report any damages to the textbooks to their classroom teachers.

Parents/Guardians will be held responsible for the loss or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation.

O. MEAL PROGRAM

- MPS participates in the National School Lunch Program. Applications for free or reduced price meals are included in the enrollment packets to all families and can also be obtained on the MPS website and in the main office of each MPS school. All families are encouraged to complete the application form in order to include as many eligible students as possible.
- Students are responsible for adding funds to their meal account if they pay reduced or full price.

P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES

- Parents may contribute to supply ten dollars ($10) to cover the cost of a survival kit to be kept at school and used in case of emergency.
- In the event of a fire, major earthquake or major disaster, students are to be evacuated to the assigned area by MPS.
- If the local public schools announce that the students will be dismissed, MPS will do the same.
- Parents are to remain in assigned area and sign out their child with the appropriate staff member because MPS has to account for all students.
- MPS Emergency Dismissal/Evacuation Card information must be updated with any change in information by parents/guardians as soon as it occurs.

Q. STUDENT TRANSFER

- Any student transferring out of Magnolia Public Schools must complete the "Student Transfer Form" which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent(s)/guardian(s) responsibility to contact the school that student will be transferring to. It is the parent's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.
- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents/Guardians are responsible to pay for the loss, or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation.
- The application of these obligations are enforced notwithstanding any contrary provisions of law applicable to homeless students or foster youth,

R. HOMELESS STUDENTS

It is the policy of MPS that homeless students are provided with a full and equal opportunity to succeed and receive an education. "The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

School Liaison: The Principal of each MPS school site shall serve as the Homeless Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Principal
Contact address and phone number of your MPS school on Page 3

The Homeless Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at MPS.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MPS, if any, and referrals to health care services, dental services, mental

health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support;
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The complete copy of the MPS policy is available at the main office.

S. DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

Free Dress & Theme Dress Days Code:

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be form fitting, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however printing on clothing must be suitable for school, no inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school, except for religious head coverings.
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

MPS STUDENT UNIFORM POLICY

<table>
<tr><td rowspan="4">BOTTOM</td><td>Pants, shorts, skirts, skorts, or capris are acceptable.</td><td rowspan="8">Pants/Skirts/Skorts/Shorts:
• May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
• Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
• Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
• Pants may not be made from legging or jegging material.
• Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
• The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
• Socks may not be worn over pants.
• Rubber bands are not allowed on the bottom of pants or ankles.
• No jean/denim style pants.
• No Cargo pants/shorts.
• Must have a built in pocket not a sewn on pocket.

Undergarments:
• Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:
• Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
• Undershirts must be short-sleeved if worn.
• The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
• Under shirt may not hang out of sleeves.

Shoes:
• Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.</td></tr>
<tr><td>Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

Belts (required for all variations of dress uniform):
• Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
• The buckle may only have one catch.
• Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
• Any excess length of belt must be tucked through a belt loop and may not hang down.</td></tr>
<tr><td rowspan="2">TOP</td><td>White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.

Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.</td></tr>
<tr><td></td></tr>
<tr><td rowspan="2">FOOTWEAR</td><td>• The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)
• "Athletic" shoes for the dress code must be completely black, white or brown.
• Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white</td></tr>
<tr><td>No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.</td></tr>
<tr><td rowspan="3">PE UNIFORM</td><td>TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.</td></tr>
<tr><td>BOTTOM: Properly fitting navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.</td></tr>
<tr><td>FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.</td></tr>
</table>

OUTERWEAR	Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.
	For colder weather:
	• MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
	• Sweatshirts and jackets must be solid navy blue or gray.
	* * *
	If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration.
	* * *
	Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues.
		Jewelry and Accessories/Cosmetics:
		• Should be modest, appropriate for school, and not attract undue attention.
		• Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
		• No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
		• Facial, tongue, and body piercing are not allowed.
		• Bracelets: Must be tasteful and not attract undo attention.
		• Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
		• Cosmetics must be appropriate for school and not attract undue attention.
		  ◦ No brightly colored or glitter eye shadow, or blush.
		  ◦ Mascara and eyeliner should be minimal.
		  ◦ Lipstick should be a natural color.
		  ◦ Earrings must be studs or one (1) inch hoops and worn on earlobe.

STUDENT TECHNOLOGY USE POLICY AND AGREEMENT

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Magnolia Public Schools ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services on campus and may have teacher aides, student aides, and volunteers assist in this supervision.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall

oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
    e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
    f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
    g. Participating in political activities.
    h. Conducting for-profit business.
    i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
    j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
    k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
    l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff

to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

   MPS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching. Towards this end, students may be provided with a "device" (computer, laptop / iPad / Chromebook, etc.) for educational activities at school and home. MPS will make every effort to ensure that the MPS technology services are used responsibly by students. Students are expected to act in a responsible, ethical and legal manner in accordance with this Agreement, accepted rules of network etiquette, and Federal and State law. Following are some safekeeping instructions for MPS-provided devices. As applicable, students shall:

   - Bring their MPS device to school every day, fully charged;
   - Never leave the MPS device unattended;
   - Never loan the MPS device to other individuals;
   - Know where the MPS device is at all times;
   - Store the MPS device in the bag/case if provided by MPS; otherwise students are encouraged to purchase protective covers/cases for their devices;
   - Store and use the device in a safe location and environment to avoid loss or damage to the device;
   - Not remove the Asset Tag or other school property identifiers;
   - Charge the MPS device's battery daily;
   - Keep food and beverages away from the MPS device;
   - Only use a soft cloth or approved screen cleaning solution to clean the screen of the device;
   - Not disassemble any part of the MPS device or attempt any repairs;
   - Not place decorations (such as stickers, markers, etc.) on the MPS device;
   - Understand that the MPS device is subject to inspection at any time without notice and remains the property of MPS;
   - Notify MPS by the next school day in the event of loss or damage to the device;
   - File a police report in case of theft, vandalism, and other acts covered by MPS' insurance;
   - Return the device to MPS when requested by the Technology Department for maintenance and upgrades;
   - Return the MPS device and accessories upon demand, upon termination of enrollment and/or at the expiration of the school year in good working condition;
   - Be aware that they may be held accountable for damage to a laptop resulting from "user abuse." Examples of "user abuse" include, but are not limited to, the following: leaving cables plugged in when storing the device in the carrying case which can cause broken connectors or ports; using the carrying case/sleeve for carrying textbooks, etc.; eating or drinking while using the device, resulting in damage to the device; storing the device for prolonged periods while in "stand by" or "sleep" mode (overheating can occur).

WAIVER OF PRIVACY RIGHTS

Users of the MPS technology services expressly waive any right of privacy in anything they create, store, send, or receive on the MPS device or through the Internet or any other computer network. Users consent to allowing MPS to access and review all materials users create, store, send, or receive on the device or through the Internet or any other computer network. Users understand that MPS monitors the use of its computer resources.

DISCLAIMER

Electronic information available to students does not imply endorsement of the content by MPS, nor can

MPS guarantee the accuracy of information obtained on the Internet.

MPS makes no warranties of any kind, whether expressed or implied, with respect to the information technology services it provides. MPS will not be responsible for damages resulting from the use of MPS device and MPS information technology services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions.

MPS shall not be responsible for any charges or fees resulting from access to the internet or internet resources which are not authorized in writing by MPS.

SIGNATURES

After reading the Student Technology Use Policy and this Acceptable Use Agreement, please note that your signature on the MPS Acknowledgement of Student Handbook page at the end of this Handbook indicates that you agree to the terms and conditions provided here. Please note, the signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. This document, which incorporates the Use Policy and procedure, reflects the entire agreement and understanding of all parties.

TITLE I INFORMATION:

MPS receives Title I funding, and is therefore required to provide certain information to parents as well as develop, with parental input, a Parent Involvement Policy. Please see below for these required notices and Policy.

Teacher Qualifications

Parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals to parents upon request.

PARENT INVOLVEMENT POLICY

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.[1] This policy has also been submitted to the California Department of Education with the LEA's Consolidated Application.

II. Involvement in Drafting the LEA Plan

Parents will be involved in the development of the LEA/SSD plan, Single Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, the LEA will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA/SSD plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA/SSD plan when it is submitted to the CDE.

III. Involvement in School Review and Improvement

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Identification of a school for improvement: Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

School plan: Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with the Every Student Succeeds Act (ESSA).

Notice required after school identification: If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other

[1] Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

elementary or secondary schools served by the LEA and the CDE;

- The reasons for the identification;
- An explanation of what the LEA or the CDE is doing to address the problem of low achievement;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

Information regarding corrective action taken: The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Restructuring: Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by ESSA.

IV. Coordination, Technical Assistance, and Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

- The LEA will reserve funds to the school for parent involvement activities as required by law;
- The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

V. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

VI. Notice

Within **60** days of the beginning of school, the School will send **[e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets]** a notice to **[if in a targeted assistance school]** [parents of participating children] **[or if in a school with a school wide program]** [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VII. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- The School will create a School Site Council (SSC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School and will consist of:

  Category (a):

  - The principal
  - 4 teacher representatives selected by teachers at the school
  - 1 other school personnel selected by peers at the school

  Category (b):

  - 3 parents of students attending the school selected by such parents
  - 3 students selected by students attending the school

  The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852)

  Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

  Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.
- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

VIII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the Parent/Guardian Club and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State

student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

- Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- **Student-Teacher Status Portal:** MPS uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

  Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.
- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C. Education on Parent Involvement

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.[2] Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

  The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

[2] Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

D. Other Optional Parent Participation

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

IX. Coordination with Other Programs

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

X. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under NCLB. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

XI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.

- **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

  State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

In accordance with law, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

XIV. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

SCHOOL-PARENT-STUDENT COMPACT

This School-Parent[3]-Student Compact is adopted by the Magnolia Public Schools (MPS) (hereinafter "School") and is intended to outline how parents, the entire School staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards. To this end, the School, the Parent, and the Student roles are outlined as follows:

I. School Responsibilities

- The School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

II. Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.

[3] Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college bound environment at home and support my student through the college admission and scholarship finding process.
- I will emphasize my child adhere to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted on-line for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child do not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested.

III. Student Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

INTERNAL COMPLAINT PROCEDURES

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns. Please use the Internal Complaints Policy Form following this Policy to file complaints. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

Specific complaints of unlawful harassment are addressed under the School's "TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY."

a) Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

b) Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)
This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process. Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

INTERNAL COMPLAINT PROCEDURES FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against:_____

_____

List any witnesses that were present:_____

_____

Where did the incident(s) occur?

_____

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

MPS believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, MPS prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, MPS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. MPS promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Definitions

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by MPS.

MPS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct,

including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex

- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
   a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
   b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the

likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:

    a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

    b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees,

including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student/Family Handbook.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

UNIFORM COMPLAINT PROCEDURES

a. MPS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs, the charging of unlawful pupil fees, non-compliance with the Local Control Funding Formula, and non-compliance with reasonable accommodations for lactating pupils.

b. MPS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our local board. Unlawful discrimination harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any MPS program or activity.

c. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Educational Programs; American Indian Education Centers and Early Child Education Program Assessments; Consolidated Categorical Aid Programs; Migrant Education; Career Technical and Technical Education and Training Programs; Child Care and Developmental Programs; Child Nutrition Programs; Foster and Homeless Youth Services; No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; Tobacco-Use Prevention Education; Requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable; and Reasonable Accommodations to a Lactating Pupil.

d. A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
4. A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred.

e. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable, may also be filed under the local UCP.

f. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus may also be filed under the local UCP.

g. All complaints that fall within the UCP, including complaint of noncompliance with laws relating to pupil fees, must be filed in writing with the complaint officer listed below. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. The compliance officer is:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

h. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged unlawful discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying, unless the

time for filing is extended by the Compliance Officer or his or her designee.

i. Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The School person responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the School's procedures.

j. The complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

k. Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of [the LEA]'s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

l. A complete copy of the UCP policy and complaint procedures is posted in every classroom and shall be available free of charge in the main office of each MPS school and MPS website. A copy of the UCP complaint form is contained in this Handbook.

Magnolia Science Academy-1, 2, 3, and 5 are authorized by the Los Angeles County Board of Education.

Los Angeles County Office of Education (LACOE) Charter School Office (CSO) Contact:

- Los Angeles County Office of Education
  Charter School Office
  9300 Imperial Highway
  Downey, CA 90242
  Office Phone Line: (562) 922-8806
  Comments & Concerns Line: (562) 922-8807
  Office Fax: (562) 922-8805
  Website: www.lacoe.edu

Magnolia Science Academy-4, 6, 7, and Bell are authorized by the Los Angeles Unified School District (LAUSD) Board of Education.

LAUSD Charter Schools Division (CSD) Contact:

- Los Angeles Unified School District
  Charter Schools Division
  333 S. Beaudry Ave. 20th Floor
  Los Angeles, CA 90017
  Main Office: (213) 241-0399
  Fax: (213) 241-2054
  Website: www.lausd.net

Magnolia Science Academy-San Diego is authorized by the San Diego Unified School District (SDUSD) Board of Education.

SDUSD Office of Charter Schools (OCS) Contact:

- San Diego Unified School District
  Office of Charter Schools
  4100 Normal Street, Annex 15
  San Diego, CA 92103
  Main Office: (619) 725-7107
  Website: www.sandiegounified.org

Magnolia Science Academy-Santa Ana is authorized by the State Board of Education (SBE).

California Department of Education (CDE) Charter Schools Division (CSD) Contact:

- California Department of Education
  Charter Schools Division
  1430 N Street, Suite 5401
  Sacramento, CA 95814-5901
  Phone: (916) 322-6029
  Fax: (916) 322-1465
  Email: charters@cde.ca.gov
  Website: www.cde.ca.gov

UNIFORM COMPLAINT PROCEDURES FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation:

_____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ American Indian Education
- ☐ Child Development Programs
- ☐ Migrant Education
- ☐ Special Education
- ☐ Pupil Fees
- ☐ Bilingual Education
- ☐ Every Student Succeeds Act
- ☐ After School Education and Safety
- ☐ Consolidated Categorical Aid
- ☐ Child Nutrition
- ☐ No Child Left Behind Programs
- ☐ State Preschool
- ☐ Local Control Funding Formula
- ☐ School Safety Plans
- ☐ Agricultural Vocational Education
- ☐ Career/Technical Education
- ☐ Foster/Homeless Youth
- ☐ Regional Occupational Programs
- ☐ Tobacco-Use Prevention Education
- ☐ Lactating Pupils
- ☐ Economic Impact Aid

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Medical Condition
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics
- ☐ Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
(213) 628-3634

INFORMAL COMPLAINT PROCEDURES

The ultimate purpose of this informal complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, informal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly.

  If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

- At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in three (3) working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within ten (10) working days.

  Examples:

  - Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
  - Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
  - All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the Chief Executive Officer (CEO) of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "Informal Complaint Procedures Form" giving details about the complaint and steps taken to resolve it, and contact the CEO of MPS at:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO (designee) will acknowledge receipt of the written complaint in five (5) working days, attempt to identify a resolution that is acceptable to both parties, within fifteen (15) working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution *

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. (Same contact information as in Level 3) The complainant should update the Internal Complaint Procedures Form that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in five (5) working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60 day target within which MPS strives to answer the complaint. The Board may decide not to hear the

complaint, in which case the CEO's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within 60 days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the Informal Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's Decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a "Uniform Complaint Procedure Form" - provided in this handbook – and file it within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's Decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

INFORMAL COMPLAINT PROCEDURES FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

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Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Executive Officer

Magnolia Public Schools

250 E. 1st St., Ste. 1500

Los Angeles, CA 90012

(213) 628-3634

The following is information regarding your rights and responsibilities regarding filing a Title IX Complaint.

Title IX Coordinator Contact Information

All complaints should be sent to our Title IX Coordinator, who can be reached at:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Your Rights and Responsibilities Under Title IX

(a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.

(b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by the MPS.

(c) You have the right to apply for athletic scholarships.

(d) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- Equipment and supplies.
- Scheduling of games and practices.
- Transportation and daily allowances.
- Access to tutoring.
- Coaching.
- Locker rooms.
- Practice and competitive facilities.
- Medical and training facilities and services.
- Publicity.

(e) You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for this Coordinator's contact information.

(f) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

(g) You have the right to pursue civil remedies if you have been discriminated against.

(h) You have the right to be protected against retaliation if you file a discrimination complaint.

(i) You can find out more information regarding your rights, MPS' responsibilities, and access information on gender equity laws from the following resources:

- California Interscholastic Federation: http://www.cifstate.org/governance/equity/index
- California Department of Education, Office for Equal Opportunity: http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp
- United States Department of Education, Office for Civil Rights: https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html

How to File a Complaint Under Title IX

(a) You can find more information regarding how to file a complaint as follows:

- The United States Office for Civil Rights website: https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt.
- California Department of Education website: http://www.cde.ca.gov/re/di/eo/complaint.asp
- MPS Uniform Complaint Procedures ("UCP") or Harassment, Intimidation, Discrimination, Bullying Policy. Please check your School's website or main office for a complete copy of these policies.

(b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with MPS under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

(c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with MPS under our UCP or Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.

(d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

  San Francisco Office
  Office for Civil Rights
  U.S. Department of Education
  50 United Nations Plaza
  Mail Box 1200, Room 1545
  San Francisco, CA 94102

  Telephone: 415-486-5555
  FAX: 415-486-5570; TDD: 800-877-8339
  Email: ocr.sanfrancisco@ed.gov or ocr@ed.gov

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with MPS, please follow procedures set forth in those policies.

MAGNOLIA PUBLIC SCHOOLS

Receipt of and Agreement to the MPS Handbook, Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact. I, as a Magnolia Public School student, understand and agree that use of Magnolia Public Schools computer and technology is a privilege and not a right. I understand that if I violate the Student Technology Use Policy-Acceptable Use Agreement in any way, I will be subject to referral and possible suspension. I, as a Magnolia Public School parent or guardian, understand that I may be liable for the replacement cost for property Magnolia Public School loaned to my student that my student fails to return or that is willfully cut, defaced, or otherwise damaged, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation. When I am unable to pay for the damages, Magnolia Public School will provide a program of voluntary work for my student in lieu of the payment of monetary damages. If my child is over the age of majority, he/she shall be liable for the same. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

IMPORTANT NOTICE

Dear Parents/Guardians,

- *Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on this page.*
- *Each individual MPS school may include amendments into this handbook addressing local issues.*
- *Any changes or additions to this handbook will be given to the students and parents/guardians in writing.*

Student's Name: _____ **Student's Signature: _____**

Parent/Guardian's Name: _____ **P/G's Signature: _____**

(If known, circle grade and group.) **Date: _____**

Grade:

TK	K	1	2	3	4	5	6	7	8	9	10	11	12

Group:

A	B	C	D	E	F	G	Other:

Copy for Student File

Cover Sheet

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

Section: II. Consent Items
Item: C. Approval of Certification of Signatures Form for Charter School Funds Distribution Authorization
Purpose: Vote
Submitted by:
Related Material: II C 2018-19 Certification of Signatures.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Agenda Item #	**Agenda #** II C- Consent Item
Date:	**June 14, 2018**
To:	**Magnolia Board of Directors**
From:	**Caprice Young, Ed.D., CEO & Superintendent**
Staff Lead:	**Barbara Torres, Executive Assistant**
RE:	**2018-19 Certification of Signatures Resolution**

Proposed Board Motion

I move that the board approve the amended Certification of Signatures Form for Charter School Funds Distribution Authorization, signatures will be effective July 1, 2018 through June 30, 2019. Signatories will include the new elected Chief Executive Officer and new MPS Board Member(s).

Background

In accordance with Education Codes 35143, 42632, and 42633, the Certification of Signatures form is required to formalize the personnel authorized to sign orders for salary or commercial payments, notices of employment, and contracts. The current form expires June 30, 2018 and the new form will be in place until June 30, 2019. Changes from the last approval include the appointment of a new Chief Executive Officer (CEO) (or Interim CEO) and Superintendent and the appointment of a new MPS Board of Director(s). The new CEO and Board Member(s) will be appointed June 14, 2018, both will be added to this form after they have been appointed.

Budget Implications

There are no budget implications.

Exhibits (attachments):

- Resolution
- Certifications of Signatures Form

Magnolia Educational & Research Foundation

DISTRICT

CERTIFICATION OF SIGNATURES

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

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

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

These approved signatures are valid for the period of: July 1, 2018 to June 30, 2019

In accordance with governing board approval dated June 14, 20 18.

Signature _____
Clerk (Secretary) of the Board

Typed Name Dr. Umit Yapanel
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME: Dr. Saken Sherkhanov	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Dr. Umit Yapanel	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Mr. Serdar Orazov (Treasurer)	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Dr. Salih Dikbas	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Ms. Diane Gonzalez	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Ms. Sandra Covarrubias	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Ms. Charlotte Brimmer	
Member of the Board of Trustees/Education	

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

Column 2

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

SIGNATURE	INITIALS
TYPED NAME: Mr. Haim Beliak	
TITLE: Member of the Board of Directors	
SIGNATURE	INITIALS
TYPED NAME:	
TITLE: CEO & Superintendent	
SIGNATURE	INITIALS
TYPED NAME: Ms. Nanie Montijo	
TITLE: Chief Financial Officer	
SIGNATURE	INITIALS
TYPED NAME: Mr. Suat Acar	
TITLE: Chief Operations Officer	
SIGNATURE	INITIALS
TYPED NAME:	
TITLE:	
SIGNATURE	INITIALS
TYPED NAME:	
TITLE:	
SIGNATURE	INITIALS
TYPED NAME:	
TITLE:	

Number of Signatures required:

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

FORM NO. 503-804 Rev. 10-10-2013

Attachment No. 1
Info. Bul. No. 4701
SFS-A25-2017-18

CERTIFICATION OF SIGNATURES RESOLUTION

Date: June 14, 2018
Tracy Minor
Assistant Director
Accounting and Financial Services
Division of School Financial Services
Los Angeles County Office of Education
9300 Imperial Highway, Room 219
Downey, CA 90242-2890

Per LACOE Bulletin #4701, attached is the Certification of Signatures Resolution expiring on June 30, 2019 which was approved during our organizational meeting on June 14, 2018.

If you have any questions, please contact, Barbara Torres, MPS Executive Assistant at 213.628.3634 and btorres@magnoliapublicschools.org.

Sincerely,

Barbara Torres
Magnolia Public Schools
Executive Assistant Title

Attachment No.
2 Info. Bul. No.
4701 SFS-A25-
2017-18

Cover Sheet

Approval of 2018-19 Financial Policies and Procedures Manual

Section:	II. Consent Items
Item:	D. Approval of 2018-19 Financial Policies and Procedures Manual
Purpose:	Vote
Submitted by:	
Related Material:	2018.06.06 FINANCIAL POLICIES AND PROCEDURES MANUAL.pdf II C Updated Fiscal Policy Manual.pdf

MAGNOLIA
PUBLIC SCHOOLS

FINANCIAL POLICIES AND PROCEDURES MANUAL

Revised June 6, 2018

List of Referenced Procedures

General & Administrative

1. G&A101 Chart Of Accounts
2. G&A102 Files And Records Management
3. G&A103 Travel And Entertainment
4. G&A104 Management Reports
5. G&A105 Period-End Review & Closing
6. G&A106 Controlling Legal Costs
7. G&A107 Taxes And Insurance
8. G&A108 Property Tax Assessments
9. G&A109 Confidential Information Release
10. G&A110 Document Control
11. G&A111 Fax and E-mail Signatures Accepted
12. G&A112 Maintenance Requests
13. G&A113 Electronic Backup of Accounting Information
14. G&A114 Political Intervention
15. G&A115 Accrued Liabilities
16. G&A116 Notes Payable
17. G&A117 Financial and Tax Reporting
18. G&A118 Budgeting
19. G&A119 Insurance
20. G&A120 Supplies
21. G&A121 School Site Accounting
22. G&A122 Fraud Reporting & Whistleblower
23. G&A123 Conflict of Interest
24. G&A 124 CMO Fees

Cash

25. CSH101 Cash Boxes
26. CSH102 Cash Receipts And Deposits
27. CSH103 Problem Checks
28. CSH104 Wire Transfers
29. CSH105 Check Signing Authority
30. CSH106 Check Matters
31. CSH107 Bank Account Reconciliations
32. CSH108 Inter-Account Bank Transfers
33. CSH109 Journal Entries and Reclassification Entries
34. CSH110 Petty Cash Purchases
35. CSH111 Credit Cards and Debit Cards
36. CSH112 Intercompany Receivables and Payables (Due To/Due From)
37. CSH113 Financial Reserves

Payroll

38. PAY101 Payroll Desk Policy

Fixed Assets

39. INV101 Fixed Asset Control and Leases
40. INV102 Fixed Asset Capitalization & Depreciation

Investments

41. IVT101 Investments

Revenue

42. REV101 Sales Receipt Processing
43. REV102 Invoicing And Accounts Receivable
44. REV103 Progress Billing
45. REV104 Account Collections
46. REV105 Revenue Recognition – Grants and Contributions
47. REV106 Gifts-In-Kind
48. REV107 Restricted Funds

Payroll

49. PAY101 Payroll Desk Policy

Purchasing

50. PUR101 Vendor Selection
51. PUR102 General Purchasing
52. PUR103 Receiving And Inspection
53. PUR104 Accounts Payable And Cash Disbursements
54. PUR105 Prepaid Expenses
55. PUR106 Reimbursements
56. PUR107 Bidding Requirements

SOP # G&A101 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/2017 **Approved by: BOD**

Title: G&A101 CHART OF ACCOUNTS

Policy: To facilitate the record keeping process for accounting, all ledger accounts should be assigned a descriptive account title and account number.

Purpose: To provide the method for assignment and maintenance of the company's chart of accounts in order to produce meaningful financial data for the Organization.

Scope: This procedure applies to all general ledger accounts.

Responsibilities: The Chief Financial Officer is responsible for monitoring and approving changes to the company's Chart of Accounts.

Definition: Chart of Accounts – A categorized listing of all account titles and numbers being used by an organization to track income, expenses, assets, equity, and liabilities is called a Chart of Accounts.

Procedure:

1.0 DESIGN OF ACCOUNTS

1.1 Accounts should have titles and numbers that indicate specific ledger accounts such as Cash in Checking, Furniture and Fixtures, Accounts Payable, etc.

1.2 In general, the Standardized Account Code Structure (SACS) is followed for the major code segments, including resource function (after 6/30/17), object and location.

1.3 Sub-divisions should be used to provide additional clarification, as needed. A sub-division among the balance sheet accounts should be designated short term to long term, (i.e. current assets should precede long term assets and current debt should precede long-term debt).

Unassigned number sequences should be left open within each group of accounts to provide for additional accounts, which may be added later.

1.4 Accounts may be numbered using the SACS format.

1.5 See Appendix A for guidance regarding SACS format.

2.1 DESCRIPTION OF ACCOUNTS

2.2 Each account should be given a short title description that is brief but will allow the reader to quickly ascertain the purpose of the account.

2.3 For training and consistent transaction coding, as well as to help other non-accounting managers understand why something is recorded as it is, each account should be defined. Definitions should be concise and meaningful. The account name should clearly identify what the account is to be used for.

Powered by BoardOnTrack

An example of definitions follows:

ASSETS

9121 – Main Operating Account

Includes all cash held in the operating bank account. All withdrawals and deposits are recorded here. The reported balances are supported by a bank reconciliation prepared monthly.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revisions	

APPENDIX A

A copy of the California School Accounting Manual (CSAM) can be found at http://www.cde.ca.gov/fg/ac/sa/ for guidance regarding SACS format.

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SOP # G&A102 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/2017 **Approved by: BOD**

Title: **G&A102 FILES AND RECORDS MANAGEMENT**

Policy: The Organization will retain records in an orderly fashion for time periods that comply with legal and governmental requirements and as needed for general business requirements.

Purpose: To outline the methods for filing, retaining and disposing of business records.

Scope: This procedure applies to all business documentation generated by the Organization. However, this does not necessarily cover internal or certain day-to-day business correspondence.

Responsibilities:

The Finance Staff will be responsible for categorizing and maintaining a listing of records maintained and the location (i.e. by wall unit and shelf row number).

The Chief Financial Officer is responsible for overseeing the execution of Organization policy for Record Retention, Storage and Destruction of obsolete Organization records.

Procedure:

1.1 FILING SYSTEM

1.2 To ensure efficient access, filing centers will be established in each department. To reduce the amount of duplicate and unnecessary record retention, individual desk files should be avoided unless they are used in daily operations. All other departmental or Organization records should be filed in the departmental central filing areas.

1.3 Unless necessary, records should usually only be kept by the originator or sender and not by the receiver to avoid duplicate filing systems.

1.4 The following filing guidelines should be adhered to optimize filing efficiency and records access:

- All file cabinets and files should follow recognized rules of order, such as Left to Right, Top to Bottom, Front to Back and in the case of chronological records, newest to oldest.
- File markers or label headings should always be placed at the beginning or front of a file or group of files.
- Alphabetical files should always be filed under broad topical categories. Files should never be filed under individual employee names (except Human Resources records) to avoid confusion and re-filing in the event of turnover.

Files should always be filed under the "proper" or Organization names whenever appropriate. In the case of individuals, files should be maintained according to the persons "Last name" then First name and Middle initial.

- Extra care should be used for sensitive or private information. Organization financial data or personnel records that contain performance reviews, salary information, and any health related information should be kept in a secure area with limited access to only those that have a “need to know” such as the Office Manager or the Chief Financial Officer.

2.0 RECORD RETENTION AND LONG-TERM STORAGE

2.1 Storage of archived records will be maintained in the locked storage area of the building. Access to this area will be limited to the Chief Financial Officer, officers of the Organization and the Office Manager.

2.2 Non-permanent files will be stored in cardboard file boxes. Each file box will be labeled on the front with the contents, dates covered, and destruction date if applicable. Permanent records will be filed electronically.

2.3 Files should be stored only in boxes with similar items, dates and retention periods. This will allow easier access and purging of records. A general rule to keep in mind is that it is better to only half-fill a file box than to file dissimilar types of files in the same box.

2.4 The Office Manager will be responsible for categorizing and maintaining a listing of records maintained and the location (i.e. by wall unit and shelf row number).

2.5 Maintain all files for as long as is necessary but only to the extent they serve a useful purpose or satisfy business or legal requirements. G&A102 Ex1 RECORDS RETENTION PERIODS, provides a guide to the typical business life of various documents. The retention periods provided are suggested with federal requirements in mind. Be sure to check with local and state authorities for specific record retention requirements.

2.6 Copies of critical records that are vital to the daily operations of the Organization should be kept off site in case of possible disasters. This may include information needed to file insurance claims (assets lists, insurance contacts, policy numbers), financial data for tax purposes (wages paid, income and expenses), contacts lists to inform or restart the business (vendors, customers, investors and employees), and other data that would assist in rebuilding the business (business plans, intellectual property, or proprietary information).

3.1 RECORD DESTRUCTION

3.2 Three to six months after each year-end, the Office Manager will proceed with destruction of all files that have exceeded their recognized holding period.

3.3 A listing of file categories to be destroyed will be circulated to all managers thirty days prior to destruction for review and comment. The actual listing of records destroyed will be maintained permanently for future reference.

3.4 Destruction of the files will be performed by an independent, outside service for shredding and disposal. Disposal of records into the Organization's general trash service is not allowed.

References:

A. HEALTH INSURANCE PORTABILITY ACCOUNTABILITY ACT (HIPAA)

The Standards for Privacy of Individually Identifiable Health Information (the Privacy Rule) creates national standards to protect individuals' personal health information and gives patients increased access to their medical records. As required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Privacy Rule covers health plans, health care clearinghouses, and those health care providers who conduct certain financial and administrative transactions electronically. Most covered entities (certain health care providers, health plans, and health care clearinghouses) must comply with the Privacy Rule by April 14, 2003. Small health plans have until April 14, 2004 to comply with the Rule.

Note: Employment records maintained by a covered entity in its capacity as an employer are excluded from the definition of protected health information. The modifications do not change the fact that individually identifiable health information created, received, or maintained by a covered entity in its health care capacity is protected health information.

B. AGE DISCRIMINATION IN EMPLOYMENT ACT (ADEA)

ADEA applies to employers with 20 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, ADEA compliance suggests keeping basic employee files from one to three years as listed:

- Payrolls or other records (for temporary and permanent positions) for three years.
- Basic employee information such as employees’ names, addresses, birth dates, occupations, rates of pay, and weekly compensation for three years.
- Applications and personnel records relating to promotion, demotion, transfer, selection for training, layoff, recall or discharge for one year.
- Job advertisements and postings for three years.
- Copies of employee benefit plans, seniority and merit systems must keep on file for the full period the plan or system is in effect and for at least one year after its termination

C. AMERICANS WITH DISABILITIES ACT (ADA)

ADA applies to employers with 15 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, ADA compliance suggests keeping employment applications and other personnel records including promotions, transfers, demotions, layoffs, and termination or requests for reasonable accommodation for at least 1 year from the making of the record or the personnel action.

D. CIVIL RIGHTS ACT OF 1964

Applies to employers with 15 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, basic non-discrimination compliance suggests keeping employment applications and other personnel records including promotions, transfers, demotions, layoffs, and termination or any EEO-1 Reports for at least one year from the making of the record or the personnel action. If an employee is involuntarily terminated, his/her personnel records must be retained for one year from the date of termination.

E. EMPLOYEE RETIREMENT INCOME SECURITY ACT (ERISA)

The ERISA reporting and disclosure obligations apply to all pension and welfare plans including summary plan descriptions, annual reports, reportable events, and plan termination, unless the Organization plan is exempt under ERISA.

ERISA suggests the Organization should maintain all reports, documents, information, and materials for a minimum of six years in order to disclose and or support all transactions to participants and beneficiaries (and report to certain governmental agencies), as requested or needed.

F. EMPLOYEE POLYGRAPH PROTECTION ACT

All polygraph test results and reasons for administering the test should be kept for three years.

G. EQUAL PAY ACT

Payroll records including time cards, wage rates, deductions from wages, and records explaining the difference in wage rates between men and women in similar positions should be kept for three years.

H. EXECUTIVE ORDER 11246

Applies to federal contractors and requires the preparation of affirmative action plans. Affirmative action plans must be updated annually and retained for two years along with all applications and other personnel records that form the basis of the Organization’s employment decisions. Generally, personnel and employment records must be retained for two years.

I. FAIR LABOR STANDARDS ACT (FLSA)

FLSA applies to employers engaged in or employees who work in interstate commerce and suggests the following records are retained for three years:

- Payroll and other records containing employee's name, birth date, gender, and occupation.
- Employee's beginning of workweek and time employee begins work.
- Regular rate of pay or other basis of payment.
- Hours worked per day and for workweek.
- Daily and weekly straight time earnings.
- Deduction from wages.
- Total wages per pay period.
- Date of payment and the pay period covered.
- For exempt professional, executive and administrative employees, and those employed in outside sales, the employer must maintain records that reflect basis on which wages are paid to permit calculations of the employee's total remuneration.
- In addition, employers must keep for at least two years all records (including wage rates, job evaluations, seniority and merit systems, and collective bargaining agreements) that explain the basis for paying different wages to employees of opposite sexes in the same establishment.

J. FAMILY AND MEDICAL LEAVE ACT (FMLA)

FMLA applies to employers with 50 or more employees within a 75 mile radius and whose employee must have worked for at least one year and accumulated at least 1,250 hours of service with the employer during the previous year. FNLA suggests the following records are retained for 3 years

- Basic employee data including name, address, occupation, rate of pay, terms of compensation, daily and weekly hours worked per pay period, deductions from wages, and total compensation.
- Dates of leave taken by eligible employees.
- For intermittent leave, the hours of leave.
- A copy of employee notices and documents describing policies and practices regarding leave.
- Records of any dispute regarding the designation of leave.

K. IMMIGRATION REFORM & CONTROL ACT (IRCA)

IRCA applies to all employers and requires a signed Form I-9 is retained for three years after the date of hire and at least one year after termination.

L. OCCUPATIONAL SAFETY & HEALTH ACT (OSHA)

OSHA applies to employers with 10 or more employees and suggest that the log of occupational injuries and illnesses is retained for five years. All other records should be retained for at least 30 years after employee separation. Other records include:

- Occupational injuries and illnesses.
- The annual summary of injuries and illnesses.
- Medical records and records of exposure to toxic substances.

M. REHABILITATION ACT OF 1973

Applies to federal contractors. If a charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, basic compliance suggests keeping personnel and employment records including requests for accommodation, physical exams, job advertisements and postings, applications, resumes and records regarding hiring, assignments, promotions, demotions, transfers, layoffs, terminations, rates of pay and selection for training for two years (only 1 year if contractor has less than 150 employees or a federal contract of $150,000 or less). Note: Affirmative action plans also may have to be maintained by the employer

N. RIGHT TO FINANCIAL PRIVACY ACT

The act establishes specific procedures and exceptions concerning the release of customer financial records to the federal government. It provides customers of financial institutions with a right to expect that their financial activities will have a reasonable amount of privacy from federal government scrutiny.

O. GUIDE TO RECORD RETENTION REQUIREMENTS

A good source of federal retention requirements is the "Guide to Record Retention Requirements" published by the Office of the Federal Register National Archives and Records Administration. It can be purchased from the U.S. Government Printing Office in Washington DC. Additional sources of information include: IRS regulations, state and local government retention requirements or the AICPA (American Institute of Certified Public Accountants) Filing and Record Retention Procedures Guide.

P. IRS REVENUE PROCEDURE 98-25 RECORDS RETENTION

The Income Tax Regulations require that, except for farmers and wage-earners, any person subject to income tax, or any person required to file an information

return with respect to income, must keep such books and records, including inventories, as are sufficient to establish the amount of gross income, deductions, credits, or other matters reported. The books or records required by must be kept available at all times for inspection by authorized internal revenue officers or employees, and must be retained so long as the contents thereof may become material in the administration of any internal revenue law.

Note: Section 6.01 requires taxpayers to maintain and make available documentation of the business processes that (1) create the retained records, (2) modify and maintain its records, (3) satisfy the requirements of section 5.01(2) of the procedure and verify the correctness of the taxpayer's return, and (4) evidence the authenticity and integrity of the taxpayer's records.

Section 6.02 sets forth four elements that the documentation required under section 6.01 must establish: (1) the flow of data through the system, (2) internal controls that ensure accurate processing, (3) internal controls that prevent unauthorized record changes, and (4) charts of account.

Section 6.03 sets forth six specific types of documentation for each retained file: (1) record formats, (2) field definitions, (3) file descriptions, (4) evidence that periodic checks are undertaken to ensure that data remains accessible, (5) evidence that the records reconcile to the taxpayer's books, and (6) evidence that the records reconcile to the taxpayer's return.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision	

G&A102 Ex1 RECORDS RETENTION PERIODS

Accident reports and claims (settled cases) ..... 7 years
Accounts payable ledgers, schedules and trial balances ..... 7 years
Accounts receivable ledgers, schedules and trial balances ..... 7 years
Assignments ..... 3 years
Audit reports of accountants ..... Permanently
Bank reconciliations .....1 year
Bank statements, cancelled checks, and deposit slips ..... 7 years
Bills of lading ..... 3 years
Capital stock and bond records ..... Permanently
Cash books ..... Permanently
Cash receipts and disbursements ..... 7 years
Chart of accounts ..... Permanently
Checks (cancelled, all other) ..... 7 years
Checks (cancelled, for important payments, i.e. taxes, property purchases, special contracts, etc. File checks with the transaction papers) ..... Permanently
Construction documents..... Permanently
Contracts and leases (expired) ..... 7 years
Contracts and leases still in effect..... Expiration +7 years
Corporate records and minutes ..... Permanently
Correspondence (legal and important matters only) ..... Permanently
Correspondence general ..... 3 years
Credit Applications (Consumer) ..... 25 Months (after notification)
Credit Applications (Business) ..... 1 year (after notification)
Deeds, mortgages, and bills of sale ..... Permanently
Depreciation schedules ..... Permanently
Duplicate deposit slips .....1 year
Electronic fund transfer documents ..... 7 years
Employee personnel records (after termination)..... 7 years
Employment applications ..... 3 years
Expense analyses and Expense distribution schedules ..... 7 years
Expired contracts and notes receivable ..... 7 years
Expired purchase contracts ..... 7 years
Federal, state and local tax returns ..... Permanently
Financial statements (end-of-year trial balances) ..... Permanently
Fixed asset records and appraisals ..... Permanently
Forms W-4 ..... 7 years
Garnishments ..... 3 years
General Ledgers (end-of-year trial balances) ..... Permanently
I-9s (after termination) .....1 year
Insurance records, current accident reports, claims, policies, etc ..... Permanently
Interim and year-end financial statements and trial balances..... Permanently
Inventories of products, materials, and supplies ..... 7 years

Invoices ..... 7 years
Journals ..... Permanently
Licenses..... Permanently
Loan documents, notes..... Permanently
Minute books of directors and stockholders, including bylaws and charter ... Permanently
Monthly trial balances ..... Permanently
Notes receivable ledgers and schedules ..... 7 years
OSHA logs ..... 5 years
Paid bills and vouchers ..... 7 years
Payroll journals ..... 7 years
Payroll records and summaries ..... 7 years
Payroll reports (federal & state) ..... 7 years
Perpetual inventory records ..... 7 years
Petty cash vouchers ..... 7 years
Physical inventory records ..... 7 years
Physical inventory tags ..... 7 years
Plant cost ledgers ..... Permanently
Polygraph test results and reasons for test ..... 3 years
Property appraisals by outside appraisers ..... Permanently
Property records including costs, depreciation schedules, blueprints, plans .. Permanently Property titles and mortgages ..... Permanently
Purchase journals ..... 7 years
Purchase orders ..... 7 years
Receiving sheets.....1 year
Requisitions ..... 7 years
Sales journals ..... 7 years
Sales records ..... 7 years
Savings bond registration records of employees ..... 7 years
Scrap and salvage records (inventories, sales, etc) ..... 7 years
Shipping tickets ..... 3 years
Stock and bond certificate (cancelled) ..... 1 yr
Stockroom withdrawal forms ..... 7 years
Subsidiary ledgers ..... 7 years
Tax returns and worksheets, revenue agents' reports and other documents ... Permanently
Time books/cards ..... 7 years
Trade mark registrations ..... Permanently
Uncollectible accounts and write offs ..... 7 years
Voucher for payments to vendors, employees, etc.
(includes all allowances and reimbursement of employees, officers)..... 7 years Voucher register and schedules .....
7 years W-4 forms ..... 4 years
Workman's comp documents ..... 11 years

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SOP # G&A103 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/2017 **Approved by: BOD**

Title: **G&A103 TRAVEL AND ENTERTAINMENT**

Policy: All reservations required for business travel and entertainment will be made through the Supervisor or designated staff. Expenses are to be within established Organization guidelines and will be reimbursed with proper documentation. Employees are expected to spend the Organization's money as carefully and judiciously as they would their own.

The Organization recognizes that employees who travel far from home to represent the Organization's business interests must forego their living accommodations and may forfeit personal time. Accordingly, the Organization will make efforts to provide comfortable and secure accommodations for lodging, meals and travel for employees. The Organization reserves the right to deny reimbursement of expenses that are considered lavish or extravagant.

Purpose: To provide guidelines for travel and entertainment expenses as they were actually spent, account for all advances promptly and accurately and to communicate the procedures for reimbursement.

Scope: This procedure applies to all departments and individuals who travel or entertain for the Organization.

Responsibilities:

Responsible Party: The individual employee and Supervisor When the Supervisor does not make travel arrangements, each employee is responsible for making arrangements needed for business travel.

- The Supervisor may make travel arrangements when requested, provided that arrangements are made at least 15 days in advance.

The Finance Department will receive and review the expense report documentation and Back-office provider process necessary employee reimbursement. (See PUR106, Reimbursements, for more detailed information.)

Procedure:

1.0 TRAVEL ARRANGEMENTS

1.1 All arrangements required for business travel are to be made individually or through the Supervisor. When possible, the Supervisor can solicit better corporate discounts and rates for hotels, airlines, car rental agencies and travel agencies. Employees benefit because they do not have to spend their own time comparing rates and making their own arrangements. If making your own arrangements, the employee must find the best possible travel pricing.

1.2 For maximum savings on airfares, this form should always be completed at least 15 days in advance unless an emergency trip is required.

1.3 It is preferable that all employees travel during non-working hours to maximize efficiency. The Supervisor will make arrangements for the trip as required and will return a travel itinerary and any tickets or reservation forms to the employee.

1.4 **Cash Advances** - The Organization generally **discourages** cash advances unless special circumstances apply.

If an employee requires a cash advance, a formal request must be made as a check request. The advance request will then be forwarded to accounting for processing upon approval. Travel advance amounts are approved on an as needed basis.

When a cash advance is received, the employee will reduce their expense reimbursement by the amount of the cash advance. In the case where the cash advance exceeds the expenses for the report submitted, the remaining cash must be turned into the Finance Team with the expense report. Amounts owed the Organization cannot be carried forward to future expense reports. Any advance outstanding will be deducted from the employee's paycheck.

1.5 **Direct Billings** - Direct billings to the Organization from motels, restaurants, etc. are not permitted unless previously authorized.

2.0 EXPENSE GUIDELINES

2.1 Air Travel - Airline reservations are based on the following criteria:

- Expediency: Getting the employee to their destination in an expedient way. (Direct flights when possible or connecting flights if necessary for faster flight schedules).
- Cost: Employees will fly coach class unless extenuating circumstances apply.
- Air Carrier: An employee's preferred airline can be utilized as long as expediency and cost factors are equal. In most cases, airfare will be directly billed to the Organization's credit card account.

  On occasion, employees may have no alternative but to book their own flight. If this is the case, employees must use regularly scheduled airlines and obtain the lowest (discount) fare available. This may mean that employees will fly at times that are not always the most convenient for them.

2.2 Lodging - Lodging arrangements are based on value, convenience for the traveler and according to what is usual and customary Organization guide lines.

Whenever multiple employees are traveling to the same location, employees will be required to share accommodations if possible (i.e. male/male or female/female). Lodging accommodations will then be made for double rooms accordingly. If an employee is accompanied by a non-employee such as family or a friend, and therefore requires

separate accommodations, the employee will be responsible for payment of any excess lodging accommodations.

2.3 Meals - Employees on Organization business will be reimbursed for the actual cost of their meals or the allowable Federal Per Diem rate for the locality (in accordance with the US General Services Administration), whichever is lower,.

Officers may include reimbursement of pre-approved guest meals under the same guidelines noted above.

See form PUR104 Accounts Payable and Cash Disbursements and PUR106 Reimbursements for additional information regarding Meals.

2.4 Car Rentals – When possible, advance arrangements should be made by the Supervisor if a car is required at the destination, otherwise the employee is required to make their own car rental arrangements. Vehicle selection will be based upon the most cost-effective class that satisfies requirements for the employee(s) and any demonstration equipment.

Supplemental auto insurance coverage offered by car rental agencies must be purchased and will be reimbursed.

2.5 Personal Vehicles - An employee who uses their own automobile for business will be reimbursed according to IRS mileage reimbursement guidelines. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

The Organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee and each employee must have valid minimum automobile liability insurance as required by state law.

2.6 Telephone - Telephone charges from the hotel are not allowed unless it is an emergency.

2.7 Entertainment - Entertainment expenses are not allowed.

2.8 Miscellaneous Expenses - Any additional business expenses (including but not limited to wifi access), that are not categorized above should be pre-approved and listed under miscellaneous expenses, and documented with all pertinent information to substantiate the expense.

2.9 Non-Reimbursable Expenses - Some expenses are not considered valid business expenses by the Organization, yet may be incurred for the convenience of the traveling individual. Since these are not expenses for the business then they are not reimbursable. (The following can be used as a guide of expenses, which are not reimbursable)

Examples include:

- Airline or travel insurance
- Airline or travel lounge clubs
- Shoe shine or Dry-cleaning (except for extended travel beyond 5 days)

- Movies or personal entertainment
- Books, magazines or newspapers
- Theft or loss of personal property
- Doctor bills, prescriptions, or other medical services
- Parking tickets, traffic tickets or Car towing if illegally parked
- Health club memberships
- Baby sitter or Pet care fees
- Barbers and Hairdressers

3.0 EXPENSE REPORT PREPARATION AND REIMBURSEMENT

3.1 All business reimbursement expenditures incurred by employees of the Organization are reimbursed through the current financial system. Reimbursement receipts must be submitted monthly and any receipt that is older than 60 days will be reimbursed at the discretion of the Chief Financial Officer.

Expense report forms must be filled out completely. Required receipts for items charged must accompany all reimbursement documentation as well as uploaded into the existing financial system. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.

Upon completion, the expense report along with all attachments should be submitted to the employee's appropriate supervisor for approval. After approval, the expense report is submitted to the Finance Team for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision	

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SOP # G&A104 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/2017 **Approved by: BOD**

Title: **G&A104 MANAGEMENT REPORTS**

Policy: Back-office provider and MPS will prepare summary reports of vital operating statistics for the Organization, including revenues, current debt, operating cash, accounts receivable and projected short-term cash flows. These reports are to be prepared and are to supplement detailed monthly and quarterly financial reports and are to be used for timely "hands-on" management.

Purpose: To provide the format and content requirements for preparation of the Financial Reports.

Scope: The procedure applies to Back-office provider and the Finance personnel required for preparation of these reports.

Responsibilities:

Back-office provider and MPS Finance personnel will be responsible for assuring effective and informative reporting for the Organization.

Procedure:

1.0 PREPARATION GUIDELINES

1.1 Financial reports that provide management the necessary information to understand whether the Organization is progressing as planned are prepared monthly or as needed.

1.2 Back-office provider maintains electronic copies of all reports and analyses.

2.0 FINANCIAL REPORTS

2.1 The Chief Financial Officer should review accounting program financial reports on a regular basis.

3.0 CASH FLOW REPORT

3.1 The Cash Flow Report represents a summary of the cash flowing through the Organization in the near term and identifies any potential shortfall that might occur in the near future before it occurs. The Cash Flow Report should be reviewed at least monthly by the Chief Financial Officer. This report supplements the detailed monthly and quarterly financial statement reports and provides a quick look at the cash performance of the Organization.

3.2 The Cash Flow Report should include projected operating cash balances for each month with estimated cash receipts by major classifications and projected disbursements by major account classifications.

3.3 Back-office provider will notify the Chief Financial Officer of any shortfall so that the Organization may determine alternative courses of action to rectify the situation.

4.0 BUDGET VS. ACTUAL REPORT

4.1 The Budget vs. Actual Report represents a comparison of planned operating expenses to the actual expenses incurred for the period. The objective is to highlight results against plan, percentages and variances and thus provide a basis for management decisions. The Budget vs. Actual Report is prepared and maintained by Back-office provider on a monthly basis.

5.0 FINANCIAL STATEMENTS

5.1 The Chief Financial Officer, Chief Executive Officer, and the Board of Directors should review the Financial Statements monthly for each board meeting. This report provides one indication of the performance of the Organization.

5.2 The Financial Statements typically are comprised of three main parts: The Statement of Financial Position, Statement of Activities, and the Statement of Cash Flows (Statement of Cash Flows quarterly).

The Statement of Financial Position (Balance Sheet) lists all of the Organization's assets (cash, receivables, deposits, inventory, equipment, intellectual property, etc.), liabilities (debt, lease obligations, etc) and net assets. It identifies the assets (which are "the business") and the financiers, or debt and equity holders and the relationship between the two.

The Statement of Activities represents the Organization's operational sources of cash – revenue – or uses – business expenses and is typically divided into operating periods that represent months, quarters or years of operations. It identifies the profitability of the Organization as a function of the accounting decisions.

The Statement of Cash Flows is the difference between the Statement of Financial Position sources and uses of cash and the Statement of Activities sources and uses of cash. This difference assists in identifying the health of the Organization's operations. It identifies whether the Organization is producing cash or consuming cash and at what rate and from what sources.

5.3 The Financial Statements should be produced after the close of the Organization's period (see procedure G&A105 PERIOD-END REVIEW & CLOSING). The final Financial Statements form the basis for the Organization's formal presentations to the Board of Directors, or other stakeholders such as banks, outside agencies, or creditors in accordance with procedure G&A109 CONFIDENTIAL INFORMATION RELEASE.

References:

FINANCIAL ACCOUNTING STANDARDS BOARD (FASB)

Since 1973, the Financial Accounting Standards Board (FASB www.fasb.org) has been the designated organization in the private sector for establishing standards of financial accounting and reporting. Those standards govern the preparation of financial reports. They are officially recognized as authoritative by the Securities and Exchange Commission (Financial Reporting Release No. 1, Section 101) and the American Institute of Certified Public Accountants (Rule 203, Rules of Professional Conduct, as amended May 1973 and May 1979).
FASB pronouncements are the primary sources of GAAP.

GENERALLY ACCEPTED ACCOUNTING PRINCIPLES (GAAP)

A collection of accounting principles. Typically includes the most recent developments of all generally accepted accounting principles (GAAP) as derived or collected from various technical pronouncements. Sources include FASB statements, interpretations, technical bulletins and concepts; American Institute of CPAs (AICPA); Accounting Principles Board opinions, accounting research bulletins, and position statements; and Securities and Exchange (SEC) financial reporting releases.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision of wording/clarification of processes	

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SOP # G&A105 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/2017 **Approved by: BOD**

Title: G&A105 PERIOD-END REVIEW & CLOSING

Policy: An orderly, timely and comprehensive review of all general ledger accounts should be performed or directed by the Chief Financial Officer to ensure an accurate representation of the company's financial statements. These practices are aimed at proving that the financial accounts are accurate, and if not, are properly adjusted to make them accurate, prior to closing.

Purpose: To provide a general overview of the process to be completed for reviewing the accounting records at year-end or any particular month-end prior to closing.

Scope: These practices apply to all accounts. Typically, all financial accounts are reviewed and then closed out as of the company's year-end. Consequently, the procedures that follow are discussed in reference to year-end review. However, a sub-set of these procedures is also applicable to month-end reviews. Month-end procedures are identified near the end of this module.

Responsibilities:

Back-office provider is responsible for creating and reviewing all period-end activities to ensure the period-end financial statements accurately reflect the results of the Organization's activities. All general ledger adjustments should be approved by designated Finance team member .

1.0 CLOSINGS PREPARATIONS

1.1 The following procedures would be expected for monthly closings:

- Reconcile all bank accounts
- Print and compare the aged receivables and payables to the general ledger. Make appropriate adjustments to balance the accounts.
- Review all Statement of Financial Position and Statement of Activities accounts for completeness
- Retain all above reports in a monthly summary file.

2.0 STATEMENT OF FINANCIAL POSITION: ASSETS

2.1 **Cash accounts** - prepare the bank reconciliations for year-end balances per the bank statement to the balance per books for each account. The year-end reconciliation is especially important for preparing the final year-end financial statements to ensure that it is completely accurate.

Show origination dates and description of each reconciling item. Prepare the necessary journal entries to adjust to the reconciliations.. Totals must agree with the general ledger. File all reconciliation reports in the year-end closing file.

2.2 **Accounts Receivable** – Print a detailed aged accounts receivable report and reconcile it to the General Ledger. This can be prepared as soon as all accounts receivable are calculated as of year-end. Calculate possible allowances for un-collectible accounts. Adjust prior allowances to calculated amount. Write off any un-locatable differences. Retain a complete copy of the detailed accounts receivable, along with any reconciling adjustments in the year-end closing file.

2.3 **Inventory** – Supplies inventory may be small but should be evaluated periodically for cost increases.

2.4 **Capital Assets** - Update the detailed schedule of fixed assets with any additions and deletions and reconcile to the general ledger balances.

2.5 **Other Assets** - Other assets include utility or real estate deposits, prepaid insurance, advances to employees, and intangibles like store pre-opening costs. These should all be identified and documented. For example, a copy of the initial deposit with the utility company, or a list of the facility pre-opening costs with a schedule showing how much of those costs are to be amortized each year. File copies of these documents in the year-end closing file.

3.0 STATEMENT OF FINANCIAL POSITION: LIABILITIES AND NET ASSETS

3.1 Liabilities are shown as the amount to be paid in the subsequent period. If in doubt, record the liability.

3.2 **Accounts Payable** - Print a detailed aged accounts payable report and reconcile it to the general ledger. This is generally completed 2 to 4 weeks after the year-end to ensure that all vendor invoices relating to services and merchandise purchased have been received and entered.

Compare all month-end vendor statements to balances per accounts payable and investigate any differences. Consider making adjustments for any significant unrecorded liabilities such as work started prior to year-end, but not yet billed by the supplier. Retain a complete copy of the accounts payable detail, along with any reconciling adjustments, in the year-end closing file.

3.3 **Accrued Expenses** - Review accruals for sales tax, payroll, payroll tax, payroll deductions payable, interest expense on short-term borrowings and long-term debt.

3.4 **Loan Debt** - Verify recorded accuracy of debt by ensuring the general ledger balances agree to year-end statements from lending institutions. Save all year-end statements in year-end closing file.

3.5 Contingent Liabilities and Commitments - Prepare a schedule of any outstanding litigation and possible losses. Prepare a schedule of all long-term rental agreements with amounts due by year for the next five years. Retain these schedules in the year-end closing file.

3.6 Net Assets - Record any changes in the Prior Period Adjustment category but ordinarily this account does not have any transactions directly posted to it.

4.0 STATEMENT OF ACTIVITIES: REVENUE & SUPPORT

4.1 Revenue & Support – Review all program revenue, reimbursement billings, and any other donations.

4.2 Additionally, the Chief Financial Officer and back-office provider should periodically review revenue trends, cost associated with revenues, variable expenses and fixed expenses. Look for patterns, new trends, seasonal variances, or profitable emerging products that may indicate changes in customer or program behavior.

4.3 The Chief Financial Officer and back-office provider should analytically review the revenue reports and explain all variances.

5.0 STATEMENT OF ACTIVITIES: EXPENSES

5.1 Each expense total should be compared to expense total from the year before (and budgets if applicable). Attempt to explain any unusual variances. Some expense items are directly related to asset or liability accounts and can be reconciled in conjunction with the related Statement of Financial Position account.

5.2 Program Costs - A detailed report should be produced of program costs and analyzed in relation to the associated revenues and to prior periods.

5.3 Payroll - At year-end, the various payroll expense accounts should agree to total gross payroll per payroll reports. Account for all deductions for W-3 reported to the Social Security Administration, 1099s for vendors, as well as FICA and other taxes reported accordingly.

5.4 Bad Debt Expense - Prepare a list of all accounts written off during the year. Note specifically any addition to the allowance for uncollectible accounts.

5.5 Interest Expense - Prepare a schedule of interest expense by source. Reconcile amounts to short-term borrowings and long-term debt.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify process	

SOP # G&A106 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **G&A106 CONTROLLING LEGAL COSTS**

Policy: The Organization will employ various methods to manage and whenever possible, minimize legal expenses.

Purpose: To describe the procedures for managing and controlling associated legal expenses.

Scope: This statement applies to all individuals with the responsibility for contracting legal services and/or approving agreements, contracts, or any other legally associated transactions.

Responsibilities:

Chief Executive Officer will resolve, negotiate, and examine all legal expenses.

Legal Counsel should provide the estimated costs of legal engagements and the most likely outcome.

Definition: Arbitration - is a private, informal process by which all parties agree, in writing, to submit their disputes to one or more impartial persons authorized to resolve the controversy by rendering a final and binding award, which is enforceable in court. It can be used for a wide variety of disputes from commercial transactions to labor grievances.

Declaratory Judgment - is a binding judgment issued by the court that defines the legal relationship between the parties and their rights with respect to the matter before the court. Commonly used in contract disputes (especially useful if no physical agreement exists and or a suit has not been filed yet) to clarify what conduct is permitted or prohibited by the contract or to clarify the contract if necessary.

A declaratory judgment provides the opposing party (defendant) with the opportunity to pick and chose the venue or jurisdiction, and the parties to the litigation. In this manner the opposing party can steal the initiative, direct the litigation, and maximize its chances of winning.

Procedure:

1.0 ARBITRATION

1.1 Whenever practical, the Organization should utilize arbitration to resolve disputes. Arbitration can significantly reduce the amount of time and legal fees to resolve a dispute. The major features of arbitration are:

- A written agreement to resolve disputes by the use of impartial arbitration. Such a provision can be inserted into a contract for the resolution of possible

future disputes, or can be an agreement to submit to arbitration of an existing dispute.

- Under the rules of arbitration, the procedure is relatively simple and informal. Strict rules of evidence do not apply; there is no motion practice or formal discovery; no requirements for transcripts of the proceedings or for written opinions of the arbitrators. The rules are flexible and can be varied by mutual agreement of the parties.
- Impartial and knowledgeable neutrals serve as arbitrators. Arbitrators are selected for specific cases because of their knowledge of the subject matter. Based on that experience, arbitrators can render an award grounded on thoughtful and thorough analysis.
- Final and binding awards which are enforceable in a court. Court intervention and review is limited by applicable state or federal arbitration laws, and award enforcement is facilitated by these same laws.

1.2 The following standard clause should be inserted whenever practical into contracts, agreements, etc. to provide for the arbitration of possible future disputes:

> "Any controversy or claim arising out of or relating to this contract, or the breach thereof, shall be settled by arbitration in accordance with the Commercial [or applicable] Rules of the American Arbitration Association and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof."

The arbitration of existing disputes may be accomplished by mutual agreement of parties with the use of the following terminology:

> "We, the undersigned parties, hereby agree to submit to arbitration under the Commercial [or applicable] Rules of the American Arbitration Association the following controversy.
>
> [Describe Briefly]
>
> We further agree that we will faithfully observe this agreement and the rules, and that we will abide by and perform any award rendered by the arbitrator(s) and that a judgment of the court having jurisdiction may be entered upon the award."

2.0 LEGAL SERVICES

2.1 All legal documents prepared for the company's use, such as vendor contracts, employment agreements, sales orders, etc. should be written in common language and whenever possible should avoid the use of legalese or jargon. Legalese tends to complicate even simple arrangements and often unnecessarily requires the incurrence of legal assistance for mere interpretive purposes.

2.2 Before undertaking legal disputes, the Organization's legal counsel should ascertain and inform the Organization of the estimated costs that will be incurred for the legal engagement and the probable or most likely outcome of the case along with the probable amount of any awards or judgments. Use this information to produce a budget and clarify any matters that are increasing the budget. A budget will provide some assurance that the legal counsel has thought the matter through and it will also provide a baseline to determine the legal utility obtained from the matter.

2.3 Use legal action only as a last resort. Legal action is frequently not very effective. In fact, a threatened action — particularly with intellectual property — could result in a pre-emptive declaratory judgment lawsuit by the other party thus giving them the “home-field” advantage, which could lead to higher legal costs.

3.0 LEGAL BILLINGS

3.1 Consider negotiating a “money-back” guarantee with the right to audit any bill for up to six months. Request that all fees that are proven to be unnecessary or excessive be returned. Then examine all legal bills for any such unnecessary or excessive transactions.

3.2 Many times, legal bills are aggregated, vague and too uninformative to be useful in controlling costs. Therefore, all legal arrangements contracted by the Organization should require itemized billings to include the following information:

- Start and end times and dates of each service transaction
- Detailed description of services provided or work performed
- Distinct itemization of each individual performing services

3.3 Examine all internal discussions or conferences and note exactly who is working on the case and why. Ask for a justification for all attorneys working on the case.

3.4 Consider alternatives such as contingent fees, fixed fees, and monthly retainers. All fees are negotiable.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17		

SOP # G&A107 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: G&A107 TAXES AND INSURANCE

Policy: To ensure compliance with all Federal, state, local, and other regulatory taxation requirements

Purpose: To outline the general areas of taxation. To be used as a checklist or guide in complying with tax requirements related to each specific location and organizational structure.

Scope: This statement applies to the business activities of the company.

Responsibilities:

The Finance team and back-office provider responsible for determining all tax liabilities and fees, and the dates due

Back-office provider is responsible for ensuring the timely payment of all tax liabilities and fees..

Procedure:

1.0 ORGANIZATION FEES AND TAXES

1.1 Fees and taxes will vary depending on the legal structure of the business activity. The Organization is a Not-For-Profit organization; however, there may be from time to time revenue earned that is taxable as if the Organization were a For- Profit entity and those profits would be considered Unrelated Business Income and subject to tax.

1.2 The Finance team and back-office provider should check with the secretary of state, registry of charitable trusts, the IRS, and any other agency that non-profit organizations may pay fees with in order to ensure all fees are paid in a timely manner. Failure to pay such fees can result in the loss of the company's legal status or structure.

2.0 UNRELATED BUSINESS INCOME TAX

2.1 Activities conducted not related to the exempt purpose of the Organization can be subject to unrelated business income tax.

3.0 PAYROLL FEES AND TAXES

3.1 The Federal and state governments charge an **unemployment tax**, based on a specified minimum amount of each worker's salary level. For most states, the rate can change from business to business depending on the Company's history of claims and the economic health of the state in which the Company is located. Most of Magnolia's schools participate in the School Employers' Fund (SEF) for unemployment insurance.

3.2 **Worker's compensation insurance** may be imposed by a state like a tax. It can also vary based on the amount of payroll, past history of worker's compensation claims, and the type of work in which the business is engaged. This coverage is generally arranged through an insurance company.

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3.3 At the Federal level, payroll is taxed at a uniform rate for **Social Security** and **Medicare**. These two taxes are evenly shared between the company and the employee up to certain levels of income. Additionally, personal income taxes, based on the employee's compensation, must be **withheld** from the employee's earnings and remitted to the government by the company, along with the company's and employee's share of **Social Security** and **Medicare** taxes.

3.4 In California, a portion of the employee's compensation is also **withheld** and remitted to the state by the Organization.

3.5 Other payroll withholdings, mandated by Federal or state requirements, may require wage garnishments to fulfill a bankruptcy edict or childcare payment requirement.

3.6 The Treasury Department and or the Internal Revenue Service (IRS) collects all monies due the Federal Government. Technically, withholding amounts deducted from a paycheck are considered the government's money and the business owner is temporarily holding the money, in deposit, until it can be transferred to the government. Any failure to pay in a timely fashion is considered a serious matter by the IRS and will not be ignored.

The IRS will impose a penalty for failing to pay the required withholding amounts on time. In addition, interest will be charged until the amount is paid. Both interest and penalties imposed by the IRS can add up significantly.
Therefore, the IRS is not a good source to "borrow" money from if cash is tight.

Note: Money due the IRS is NOT dischargeable in bankruptcy.

3.7 Certain local municipalities charge an **Earnings tax** based on payroll, income, assets, stock options granted or any combination. Check with the city clerk for details.

4.0 EXCISE TAXES

4.1 There are many different federal government taxes or fees imposed on the commerce of different types of businesses. The following represents the most common.

4.2 Penalties and interest may result from any of the following acts.

- Failing to collect and pay over tax as the collecting agent.
- Failing to keep adequate records.
- Failing to file returns.
- Failing to pay taxes.
- Filing returns late.
- Filing false or fraudulent returns.
- Paying taxes late.
- Failing to make deposits.

- Depositing taxes late.
- Making false statements relating to tax.
- Failing to register.

5.0 OTHER TAXES AND CREDITS

5.1 Many state, counties, and cities impose **real estate taxes.** The Organization should ensure that where possible the Organization has applied for exemption from property taxes as a non-profit organization.

5.3 **Sales and Use Taxes** – at this time, the Organization does not sell any products and is not subject to sales tax. However, they may make purchase from out of state vendors that are subject to California Use Tax. Such expenditures are monitored and reported, and payment is remitted quarterly to the Board of Equalization.

6.0 TAX PAYMENTS

6.1 The Finance team should create and maintain a detailed tax calendar as a guide, which provides a sample guide to some of the most common taxes. The guide should serve a reminder of tax due dates.

7.0 INSURANCE

7.1 Insurance needs for a business can be grouped in two broad categories, those that are directed at safeguarding assets and those that are furnished as employee benefits. Employee benefit insurance such as, health insurance, disability insurance and key man life insurance, should be considered in light of its importance in the entire employee compensation mix and in light of the personal needs of the company's owner(s).

7.2 Insurance used for safeguarding company's assets includes: property, causality, key-man and professional liability insurance, as well as auto insurance, errors and omissions, directors' liability or business interruption insurance. The levels and terms of these policies should be determined based upon the value of the assets at risk and creditor or state and local requirements.

7.3 Business with a lot of employees should consider employment practices liability insurance covers businesses against some types of employee lawsuits including:

- Sexual harassment
- Discrimination
- Wrongful termination
- Breach of employment contract
- Negligent evaluation
- Failure to employ or promote
- Wrongful discipline
- Deprivation of career opportunity

- Wrongful infliction of emotional distress
- Mismanagement of employee benefit plans

7.4 Certificates of insurance may be required to be on file or on display depending on governmental requirements. It is important to consider that the insurance policy is a contract. Each year's policy should be saved in a permanent file. A product liability suit can go back many years, and if the potential claim is significant, the protection afforded by the prior year's insurance coverage will be improved if that year's policy has been saved.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/2017	Revise to clarify procedures	

SOP # G&A108 Revision: 0 **Prepared by: Central Office**
Effective Date: 2/14/13 **Approved by: BOD**

Title: **G&A108 PROPERTY TAX ASSESSMENTS**

Policy: All property tax assessments will be reviewed for accuracy and proper assessed valuations to ensure minimum property tax costs to the Organization.

Purpose: To outline the areas for review in assessments and methods for appealing overstated assessments. A Non-Profit property tax exemption is the preferred method to minimize property taxes.

Scope: This statement applies to the Finance Department for property tax assessments for all sites owned by the Organization.

Responsibilities:

The Chief Financial Officer is responsible for reviews of Assessments including the review of Property Descriptions, validating record accuracy and submitting appeals to local Assessor's Offices.

Procedures:

1.0 REVIEW OF ASSESSMENTS

1.1 All assessments are to be promptly reviewed. Many jurisdictions only allow a challenge to an assessment within 30 days after the annual notice of assessed value is sent. If the Finance Department misses the deadline, the Organization loses the chance to reduce the year's property taxes. There are normally no refunds for prior years' property taxes even if successfully challenged in the future. Often, it may be advisable to begin the analysis process prior to receiving the assessment notice.

1.2 When reviewing an assessment, the first step is to find out how the property was assessed. Ask for a full explanation of how the assessed value was derived. Assessors are usually cooperative in providing this information.

1.3 Upon receipt of the basis for assessment, the following factors should be reviewed:

Note: Do not make the mistake of thinking property has received a favorable low assessment just because its assessed value is less than its market value. Many jurisdictions use "assessment ratios" that are a percentage of market value. What is important is the amount of a property's assessment compared to those of similar properties. A below market assessment may in fact be very high.

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- **Research Similar Properties:** Tax assessments are part of the public record. Assessments of similar properties to the Organization's should be looked up to see that the Organization's assessment is in line. The objective is to find assessed values for similar properties that are far lower than the Organization's. For example, organization locations within industrial parks or similar developments should be easy to find very similar properties for comparison.
- **Review Property Descriptions and Accuracy of Records:** Review records for possible clerical errors. Ensure that property descriptions are correct and the building size (total square feet) is not overstated. Make sure that all dates are correct and that all calculations are properly computed. A wrong construction date or simple mathematical error can increase tax valuations.
- **Deflate Property Valuations:** Tax assessors generally value property on the basis of historical cost and the recent sales prices of other properties in the area. Often, when figuring local property taxes, numbers reported on the federal tax return will be used. Depreciable assets are valued at cost on the federal return when figuring depreciation deductions. However, the appropriate assessment for market value for property tax purposes may very different. Further, instead of performing actual physical inspections or assessments of properties every year, local assessors use "equalization ratios" to adjust the annual assessment. The equalization ratio is a type of an inflation adjustment meant to reflect the current general trend in property values. However, the current trend in property values may not apply to the Organization's property.

1.4 If the Organization can provide solid reasons for using different measures to value property, it may be able to receive a reduction in property taxes. Possible valuation methods can include:

- **Income Production:** Measure the current value of the cash flow stream generated by the property, which may be substantially lowered during a recession.
- **Replacement or Reproduction Cost**: How much it would cost to replace or reproduce the property should be determined. For example, if the construction industry is in a downturn, the cost to replace the property may be less than what the Organization paid for the property.
- Also the Organization should evaluate if it incurred any construction cost overruns due to bad weather, labor disturbances, material shortages, etc., that may have increased the cost of a new building without adding to its value. Decorative features may also add much less value than their actual cost.
- **Market Prices:** The actual recent sales of similar properties may show that the Organization's property is over-assessed.

- **Unique Features or Business Obsolescence:** Changes to the characteristics of the property or features specific to the Organization's business may reduce its value. Examples can include:
- Change in zoning restrictions that limit the use of the property.
- Changes in neighborhood logistics, such as a median divider placed in a highway that deprives a location from access to customers, rerouting of a highway, closing of a railroad line or economic decline in the area that forces the Organization's traditional customer base to move away.
- Obsolete design for the Organization's particular business needs such as a facility that has been specially designed to hold machinery that has been made obsolete by a competitor's innovation or a communications facility built with conventional wiring that is obsolete due to a switch in the industry to the use of fiber optics.
- Unique design aspects which meet Organization needs but would reduce the value of a property to others.
- A general downturn in the Organization's industry.
- Including Personal Property in Building Valuations: Property that is movable is personal property and should not be included in a valuation of the building. Many items such as piping, wiring, climate control systems, generators, special supports and foundations for equipment may look like part of the building to the assessor but should not be included in the building's assessment.

1.5 Where the Organization is renting classroom or other facilities with triple net leases that includes property taxes that the Organization paid, the Organization should consider evaluating the lease location for the possibility that the landlord has not lowered the property taxes or is charging an unfair higher property tax to the Organization.

1.6 Under all circumstances the Organization should seek a property tax exemption or waiver. Often times the County will assess taxes for the first year, and the waiver will apply thereafter.

2.0 APPEALING OF ASSESSMENTS

2.1 If upon review of the assessment and all other factors, the Finance Department believes a downward adjustment to the property assessment is appropriate, an appeal should be prepared. Experience has shown that if an organization presents a sound argument for challenging an assessment, the Organization has an excellent chance of receiving some type of tax reducing adjustment even if it is less than the Organization had requested.

2.2 The appeal case should include documentation of the above findings. It is important to keep in mind that the property tax assessor may not be familiar with

the details of the Organization's business or industry, so the Organization must prepare to explain how such factors may affect a property's value.

2.3 Once a sound case is prepared, an appeal can be sought by simply calling the local assessor's office and asking for an appointment to discuss the assessment. The meeting with the local assessor will generally be informal. It is important to not be adversarial with the assessor but to present the attitude that the Organization is helping the assessor to reach a more accurate valuation for the property by presenting additional information.

2.4 If the Organization does not receive any or a large enough adjustment, an appeal may be made with the local Board of Appeals. These meetings will probably be more formal and the Organization may wish to provide expert testimony or obtain an independent appraisal of the property to present to the Board of Appeals.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

SOP # G&A109 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **G&A109 CONFIDENTIAL INFORMATION RELEASE**

Policy: The release of financial, statistical or other information that may be of a confidential nature to the Organization should be controlled. Individual requests should be referred to the Chief Financial Officer, or appropriate manager for disposition.

Purpose: To provide a means for the control of information to banks, media, credit bureaus, or other agencies and organizations.

Scope: All requests by an outsider to an employee regarding financial, revenue, marketing, customers, personnel, vendors, or other Organization confidential information. If in doubt, verify with the Chief Financial Officer

Responsibilities:

Chief Financial Officer is responsible for safeguarding all Organization information and determining the appropriate level of detail for release.

Office Manager shall oversee all responses to all reference requests.

Procedure:

1.0 FINANCIAL INFORMATION REQUESTS

1.1 Typical written requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, names of investors, etc. If the request is by letter or other written correspondence, the material shall be forwarded to the Chief Financial Officer who will decide what information may be released and who will be authorized to reply.

1.2 If the request is by telephone or a personal visit to our office, the requester should be referred to the Chief Financial Officer. If either is unavailable, the requester should be asked to provide their name, Organization, telephone number and address, if possible. Also they should be asked the reason for the request and a brief description of the information desired. This information should be written down and forwarded to the Chief Financial Officer for follow-up.

1.3 The Chief Financial Officer should determine the appropriate response for each request. Formal Financial Statement presentations to the Board of Directors, or other stakeholders such as banks, should be accompanied by an opinion or comment from the Organization's Certified Public Accountant (CPA) prior to any formal presentation. (If no outside CPA review is obtained then some people may

consider the Financial Statements as "Pro-Forma" and then request copies of completed tax returns). The Chief Financial Officer or designated Finance team member will examine the Financial Statements and prepare a formal version to one of three standards: compiled, reviewed or audited. The Organization should use an economically appropriate CPA standard sufficient to satisfy outside requirements.

The CPA standards are as follows:

- Compiled Financial Statement. The CPA is unable to make any assurances on the data or methods used to produce the financial statements. The CPA will re-cast the financial statements into a standard format (as per Generally Accepted Accounting Principles or GAAP) with a disclaimer that the statements are un-audited and the information is solely derived from the management of the business entity.
- Reviewed Financial Statement. The CPA is able to make some limited assurances that material changes are not required in order for the Financial Statements to be in conformity with GAAP. The CPA uses limited inquiry and some analytical procedures to ascertain the reasonableness of the statements. The information is then re-cast into a standard format with appropriate footnotes and a disclaimer that the statements are un-audited and only a limited inquiry has been made into the reasonableness of the information.
- Audited Financial Statement. The CPA provides assurance, through an opinion letter, that the financial statements are a fair representation of the financial position, results of operations, and cash flows of an entity. This opinion is given after a detailed review and verification of the accounting records and processes used to produce the data. Verification steps include various analytical procedures, client surveys, third party confirmation, and detailed accounting record reviews.

Any irregularities found could lead to either a "qualified" opinion, to indicate that something is inconsistent with GAAP, or an "adverse" opinion, which calls into question the reliability of the information itself. The CPA considers an adverse opinion very serious.

1.4 Some types of confidential information may require the signing of G&A109 Ex1 NON-DISCLOSURE AGREEMENT, prior to release. This may include requests for product release schedules, development plans, elements of corporate strategy, customer lists, intellectual property, financial information, legal proceedings, or time sensitive information.

2.0 PERSONNEL INFORMATION REQUESTS

2.1 The Office Manager shall oversee all responses to all reference requests. No other employee, including a former employee's immediate supervisor, shall be authorized to respond independently without first obtaining approval from Human Resources.

2.2 All requests should be in writing, using Organization letterhead, indicating in that letter that the subject of the reference request has applied for a job. Information is not to be provided over the phone.

2.3 Each response shall be obtained only from people with first-hand knowledge of the employee's performance.

2.4 The Office Manager shall review all responses to ensure that:

- Only factual information about the employee's job performance and qualifications for employment are included in the response. At no time should a response include emotions, personal feelings, rumors, non-work-related comments or exaggerations.
- If at all possible it is important that some form of documentation or solid evidence supports all information provided in the response.

2.5 Retain a copy of all responses, including the contents of any oral response, in the former employee's personnel file.

3.0 CREDIT REFERENCE INQUIRIES

3.1 All credit reference requests should be in writing. Information requests should be directed to the Office Manager and are not to be provided over the phone.

3.2 The Office Manager should review the Credit Inquiry form for completeness prior to responding. Retain a copy of all responses, including the contents of any oral response, in the customer's file.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revised to clarify processes	

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G&A109 Ex1 NONDISCLOSURE AGREEMENT

This NONDISCLOSURE AGREEMENT is made and entered into as of (DATE) between (THE ORGANIZATION NAME, STATE OF INCORPORATION AND ADDRESS), and (OTHER PARTY NAME, STATE OF INCORPORATION AND ADDRESS).

1. **Purpose.** The parties wish to explore and/or implement a business opportunity of mutual interest, and in connection with this opportunity, each party may disclose to the other certain confidential technical and business information that the disclosing party desires the receiving party to treat as confidential.

2. **"Confidential Information"** means any information disclosed by either party to the other party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including, without limitation, documents, prototypes, samples, plant and equipment) that is designated as “Trade Secret”, "Confidential", "Proprietary" or some similar designation, or is of such a nature or has been disclosed in such a manner that it should be obvious to the receiving party that such is claimed as confidential. Information communicated orally shall be considered Confidential Information within a reasonable time after the initial disclosure. Confidential Information may also include information disclosed to a disclosing third party by third parties. Confidential Information includes, without limitation, a disclosing party's trade secrets, know-how, intellectual property and proprietary information as well as business plans, financial data and the status and terms of any discussions between the parties regarding a potential business transaction. Confidential Information shall not, however, include any information that (i) was publicly known and made generally available in the public domain prior to the time of disclosure by the disclosing party; (ii) becomes publicly known and made generally available after disclosure by the disclosing party to the receiving party through no action or inaction of the receiving party;
(iii) is already in the possession of the receiving party at the time of disclosure by the disclosing party as shown by the receiving party's files and records immediately prior to the time of disclosure; (iv) is obtained by the receiving party from a third party without a breach of such third party's obligations of confidentiality; (v) is independently developed by the receiving party without use of or reference to the disclosing party's Confidential Information, as shown by documents and other competent evidence in the receiving party's possession; or (vi) is required by law to be disclosed by the receiving party, provided that the receiving party gives the disclosing party prompt written notice of such requirement prior to such disclosure and assistance in obtaining an order protecting the information from public disclosure.

3. **Non-use and Non-disclosure.** Each party agrees not to use any Confidential Information of the other party for any purpose except to evaluate and engage in discussions concerning a potential business relationship between the parties. Each party agrees not to disclose any Confidential Information of the other party to third parties or to such party's employees or agents, except to those employees or agents of the receiving party who are required to have the information in order to evaluate or engage in discussions concerning the contemplated business relationship. A receiving party shall be responsible and liable for the action of its employees and agents with respect to a disclosing party's Confidential Information and shall fully cooperate with the disclosing party in enforcing any rights of the disclosing party against any such person in connection with a breach of this Agreement. Neither party shall reverse engineer, disassemble or de-compile any prototypes, software, or other tangible objects that embody the other party's Confidential Information and that are provided to the party hereunder. Neither party shall hire any employees of the other during the term of this Agreement and for a period of two years thereafter.

4. **Maintenance of Confidentiality.** Each party agrees that it shall take reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information of the other party. Without limiting the foregoing, each party shall take at least those measures that it takes to protect its own highly confidential information and shall ensure that its employees and agents who have access to Confidential Information of the other party have signed a Non-use and Non-disclosure agreement in content similar to the provisions hereof, prior to any disclosure of Confidential Information to such employees and agents. Neither party shall make any copies of the Confidential Information of the other party unless the other party previously approves the same in writing. Each party shall reproduce the other party's proprietary rights notices on any such approved copies, in the same manner in which such notices were set forth in or on the original.

5. **Ongoing Development.** Nothing in this Agreement shall prohibit or restrict either party's right to develop, use or market products or services similar to or competitive with those of the other party disclosed in the Confidential Information as long as such shall not otherwise be a breach of this Agreement. Each party acknowledges that the other may already possess or have developed products or services similar to or competitive with those of the other party disclosed in the Confidential Information. Each party shall remain free to use in the course of its business its general knowledge skills and experience incurred before, during or after the date of this Agreement and the activities hereunder.

6. **No Obligation.** Nothing herein shall obligate either party to proceed with any transaction between them and each party reserves the right, in its sole discretion, to terminate the discussions contemplated by this Agreement concerning the business opportunity. Upon termination of such discussions the parties shall return all Confidential Information as provided in paragraph 8 and shall have no further rights to evaluate or use the Confidential Information of each other for any purpose whatsoever.

7. **No Warranty.** ALL CONFIDENTIAL INFORMATION IS PROVIDED "AS IS." THE PARTIES MAKE NO REPRESENTATIONS OR WARRANTIES, EXPRESS, IMPLIED OR OTHERWISE, REGARDING THE ACCURACY, COMPLETENESS OR PERFORMANCE OF ANY OF ITS RESPECTIVE CONFIDENTIAL INFORMATION.

8. **Return of Materials.** All documents and other tangible objects (except for any tangible objects purchased by a party) containing or representing Confidential Information that have been disclosed by either party to the other party, and all copies thereof which are in the possession of the other party, shall be and remain the property of the disclosing party and shall be promptly returned to the disclosing party upon the disclosing party's written request.

9. **No License.** Nothing in this Agreement is intended to grant any rights to either party under any patent, mask work right, trademark, trade secret or copyright of the other party, nor shall this Agreement grant any party any rights in or to the Confidential Information of the other party except as expressly set forth herein.

10. **Term.** The obligations of each receiving party hereunder shall survive until such times as all Confidential Information of the other party disclosed hereunder becomes publicly known and made generally available through no action or inaction of the receiving party. Notwithstanding the surviving obligations of a receiving party to maintain the confidentiality of a disclosing party's Confidential Information either party may at any time given written notice to the other party that it does not desire to receive any additional Confidential Information from the other party. After receipt of such notice, such party shall no longer furnish its Confidential Information to the notifying party.

11. **Remedies.** Each party agrees that any violation or threatened violation of this Agreement may cause irreparable injury to the other party, entitling the other party to seek injunctive relief in addition to all other legal and equitable remedies.

12. **General Provisions.** This Agreement shall bind and inure to the benefit of the parties hereto and their successors and assigns. This Agreement shall be governed by the laws of the State of Missouri, without reference to conflict of laws principles. This document contains the entire Agreement between the parties with respect to the subject matter hereof. Any failure to enforce any provision of the Agreement shall not constitute a waiver thereof or of any other provision. This Agreement may not be amended, nor any obligation waived, except by a writing signed by both parties hereto.

(THE ORGANIZATION).	(THE OTHER PARTY)
By: Name:	By:_____ Name:_____
Title: _____	

SOP # G&A110 Revision: 0 **Prepared by: Central Office**
Effective Date: 2/14/13 **Approved by: BOD**

Title: **G&A110 DOCUMENT CONTROL**

Policy: All documents used to provide work direction or set policy should be reviewed, approved, distributed and controlled by the office of the Chief Financial Officer.

Purpose: To define the methods and responsibilities for controlling documents used to provide work direction or set policy, and to define methods for document revision, approval, and distribution.

Scope: This procedure applies to all documents required by the Accounting Management System. Documents of internal or external origin are included.

Responsibilities:

The Chief Financial Officer is responsible for controlling and reviewing, at least annually, the Accounting Manual, all procedures and instructions related to the Accounting Management System, and all External Documents that are required.

The Finance Team is responsible for maintaining and controlling the Accounting Manual, all procedures and instructions related to the Accounting Management System, and all External Documents that are required.

School Principals are responsible for ensuring the relevant versions of documents are available at the points of use and that they are legible.

Definitions: Controlled Document: A document that provides information or direction for performance of work is that is within the scope of this procedure. Characteristics of control include such things as Revision Number (letter), Signatures indicating review and approval, and Controlled Distribution.

Document: Information and its supporting medium. The medium can be paper, magnetic, electronic, optical computer disc, photograph, or sample.

External Document: A document of external origin that provides information or direction for the performance of activities within the scope of the quality management system. Examples include but are not limited to: customer drawings, industry standards, international standards, or equipment manuals.

Procedure:

1.0 DOCUMENT DISTRIBUTION

1.1 Federal, State, and Local grants and contracts should be controlled. It is up to the Chief Executive Officer, Chief Financial Officer, and Chief Operations Officer to dispose of previous revisions as new revisions are released.

1.2 Each applicable department is responsible for maintaining each department's controlled documents. Examples of external documents include Memorandums of Understanding that may be used or referenced.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

G&A110 Ex1 REQUEST FOR DOCUMENT CHANGE (RDC)

Date:_____ RDC No.:_____

Originator:_____

Document Title and Publication Date:_____

Page and Chapter, or Paragraph Number:_____

Description Of Problem, Opportunity Or Reason For Request (Define in Detail):

_____

_____

_____

Solution Recommended (if known) Date Action Required By:_____

_____

_____

_____

Comments:_____

_____

_____

_____

_____

Department Manager Approval:_____

Recommended Solution To Problem or Postponement/Dissolution of Request
(attach all necessary documentation to support response)_____

_____

_____

_____

Approved By:_____ Date:_____

PROCEDURE FOR COMPLETING FORM

1) Complete top section of this form except for RDC number
2) Obtain Department Manager's approval
3) Forward original to the Office Manager who will assign a RDC number (Note: one copy will be returned to originator with RDC number assigned.
4) The Office Manager will take action and if appropriate will proceed with an RDC.
5) The Office Manager returns a copy to Originator upon resolution of request.

Distribution: Original - RDC File Copy 1 - Originator

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G&A110 Ex2 DOCUMENT CHANGE CONTROL

Date:_____

DCN#:_____

RDC#:_____

Doc. or Part No.	Description of Change, Documents affected and reason(s) for change(s)	Action Code(s)	Effective Date

Change Action Required

Make/order New Document:_____

Current Docs:

Use until depleted Return for Credit Scrap Save for spares

Other:_____

Comments:_____

_____

_____

_____

_____

Authorization(s): Chief Financial Officer

By:_____

Title:_____

Date:_____

Authorization(s): Office Manager

By:_____

Title:_____

Date:_____

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SOP # G&A111 Revision: 0 **Prepared by: Central Office**
Effective Date: 2/14/13 **Approved by: BOD**

Title: **G&A111 FACSIMILE AND E-MAIL SIGNATURES**

Policy: Fax and E-mail signatures are accepted as if the signature were an authentic wet blue ink signature for any official document.

Purpose: The purpose of this policy is to provide a clear explanation of the guidelines surrounding the use of Fax and E-mail signatures on Organization provided and received E-mail accounts and Fax Documents.

Scope: This applies to all Organization E-mail and Fax documents.

Responsibilities:

Chief Financial Officer is responsible for review and approval of signatures.

Background: E-mail and fax communication are often used more than any other form of communication, is a form of business communication. The format of E- mail and fax documents should be professional in terms of signature and other formatting. E-mail and fax signatures should follow certain guidelines to fit with the overall image of the Organization. As such, the style of address, tone, spelling, grammar and punctuation of all messages should reflect the standards of formal business communication.

Procedure:

1.0 FAX AND E-MAIL SIGNATURES

1.1 What should be included in an e-mail signature:
E-mail and fax signatures should include your name, job title, department, mailing address, telephone and fax numbers, and Web site address. This should be in plain text format to easily accommodate all types of users.

When the signature is for a contract or approving a document or official in any nature, the signature should only be acceptable if the signature is in original “blue” ink.

1.2 What should not be included in a fax or e-mail signature:
Elements that should not be included in fax or e-mail signatures include colored text, very large or complicated fonts, images, clip art or personal quotes. Faculty

and staff should also refrain from using background images or stationary in their e-mail correspondence.

1.3 No fax or e-mail document is considered officially received as if it were an original blue ink wet signature until after the Organization has sent a formal reply to the fax or e-mail that the signature has been accepted.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

SOP # G&A112 Revision: 0 **Prepared by: Central Office**
Effective Date: 2/14/13 **Approved by: BOD**

Title: **G&A112 MAINTENANCE REQUESTS**

Policy: Any maintenance work must be approved and pre-authorized.

Purpose: The purpose of this policy is to provide a clear explanation of the guidelines in obtaining approval for building, equipment, and general maintenance services.

Scope: This applies to any and all maintenance type service requests.

Responsibilities:

Chief Financial Officer or the Chief Financial Officer's staff designee is responsible for review and approval of maintenance requests.

Background: MERF and/or its maintenance contractors has the responsibility to repair, make replacements and adjust equipment and buildings in response to conditions discovered during performance of preventive maintenance, equipment breakdown/improper operation or employee complaint. MERF and/or its maintenance contractors shall respond to and accomplish any request that is relevant to the successful operation of the Organization and its school and system locations.

Procedure:

1.0 MAINTENANCE REQUSTS

1.1 Maintenance requests will be reviewed and approved or disapproved by the Chief Financial Officer and/or the designated staff.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

SOP # G&A113 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **G&A113 ELECTRONIC BACKUP OF ACCOUNTING INFORMATION**

Policy: All electronic accounting information systems must be backed up every week at a minimum on the Organization's server.

Purpose: The purpose of this policy is to provide a clear explanation the need to backup electronic accounting data regularly.

Scope: This applies to the QuickBooks accounting program.

Responsibilities:

Finance team is responsible for ensuring that the accounting program information is properly backed up.

Background: Electronic Accounting Information Backup means measures should be adopted that ensures that all electronic accounting data is properly backed up to secondary sources such as off-site web based services and/or other media to protect the Organization's information in the event of any form of electronic data loss.

Procedure:

1.0 ELECTRONIC BACKUP OF ACCOUNTING INFORMATION

1.1 The QuickBooks electronic accounting information should be backed up by using two means. On a weekly basis, the Finance team should perform a QuickBooks backup of the data using the QuickBooks software procedure. This backup copy should be stored on the Organization computer server. The Organization computer server with the QuickBooks accounting file should be backed up weekly.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17		

SOP # G&A114 Revision: 0 **Prepared by: Central Office**
Effective Date: 2/14/13 **Approved by: BOD**

Title: **G&A114 POLITICAL INTERVENTION**

Policy: Consistent with its tax-exempt status under the Internal Revenue Code, it is the policy of MERF that the Organization shall not incur any expenditure for political intervention. Political intervention does not include lobbying activities, defined as the direct or indirect support or opposition for legislation, which is not prohibited under the Internal Revenue Code.

Purpose: The purpose of this policy is to provide a clear explanation of what the Organization may and may not be involved in with regards to politics.

Scope: All political activities of the Organization.

Responsibilities:

Chief Executive Officer is responsible for ensuring that the Organization is not seen as a political organization.

Background: The Organization is very well known and as such, political candidates may seek endorsements from MERF. This policy clarifies what MERF can and cannot do with regards to politics.

Definition: **Political Intervention** shall be defined as any activity associated with the direct or indirect support or opposition of a candidate for elective public office at the Federal, California or local level.

Procedure:

1.0 PROHIBITED EXPENDITURES

1.1 Examples of prohibited political expenditures include, but are not limited to, the following:

1. Contributions to political action committees
2. Contributions to the campaigns of individual candidates for public office
3. Contributions to political parties
4. Expenditures to produce printed materials (including materials included in periodicals) that support or oppose candidates for public office
5. Expenditures for the placement of political advertisements in periodicals

MERF will comply with all Federal and State laws and regulations regarding political intervention, lobbying, etc. Federal funds and those assets paid for by this program may not be used in any partisan activity.

2.1 ENDORSEMENTS OF CANDIDATES

2.2 It is the policy of MERF not to endorse any candidate(s) for public office in any manner, either verbally or in writing. This policy extends to the actions of management and other representatives of MERF, when these individuals are acting on behalf of, or are otherwise representing, MERF.

3.0 PROHIBITED USE OF ASSETS AND RESOURSCES

3.1 It is the policy of MERF that no assets or human resources of MERF shall be utilized for political activities, as defined above. This prohibition extends to the use of MERF assets or human resources in support of political activities that are engaged in personally by board members, members of management, employees, or any other representatives of MERF. While there is no prohibition against these individuals engaging in political activities personally (on their own time, and without representing that they are acting on behalf of MERF), these individuals must at all times be aware that MERF resources cannot at any time be utilized in support of political activities except as identified in "1.0" above.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

SOP # G&A115 Revision: 1 **Prepared by: Central Office**
Effective Date: 11/12/15 **Approved by: BOD**

Title: G&A115 ACCRUED LIABILITIES

Policy: The Organization will establish a list of commonly incurred expenses that may require accrual at the end of the fiscal year accounting period.

Purpose: The purpose of this policy is to properly recognize and accrue liabilities.

Scope: This applies to potential liabilities.

Responsibilities:

The Financial Analysts with the support of Back-office provider are responsible for ensuring that the accrued liabilities are properly accounted for.

Background: Accrued liabilities are liabilities that have been incurred such as vacation pay but have not been paid.

Procedure:

1.0 Accrued Liabilities

1.1 Some of the expenses that shall be accrued by MERF at the end of an accounting period are:

- Salaries and wages
- Payroll taxes
- Vacation pay/Compensated absences
- Rent
- Interest on notes payable
- Insurance premiums
- Audit fees
- Charter Management Organization fees

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider	Oswaldo Diaz, CFO

SOP # G&A116 Revision: 1 **Prepared by: Central Office**
Effective Date: 11/12/15 **Approved by: BOD**

Title: **G&A116 NOTES PAYABLE**

Policy: It is the policy of MERF to maintain a schedule of all notes payable, mortgage obligations, lines of credit, and other financing arrangements. This schedule shall be based on the underlying loan documents.

Purpose: The purpose of this policy is to properly track and recognize all notes payable and other similar obligations.

Scope: This applies to notes, loans, lines of credit, and obligations of the Organization.

Responsibilities:

Back-office provider is responsible for ensuring that all notes, loans, and other similar obligations are properly accounted for.

Background: Properly tracking and monitoring long term debt such as loans is important such that as payments become due, the Organization has sufficient cash flow to honor the obligation.

Procedure:

1.0 NOTES PAYABLE

1.1 Prepare a schedule that shall be based on the underlying loan documents and shall include all of the following information:

1. Name and address of lender
2. Date of agreement or renewal/extension
3. Total amount of debt or available credit
4. Amounts and dates borrowed
5. Description of collateral, if any
6. Interest rate
7. Repayment terms
8. Maturity date
9. Address to which payments should be sent
10. Contact person at lender
11. Loan covenants, if applicable

2.0 ACCOUNTING AND CLASSIFICATION

2.1 An amortization schedule shall be maintained for each note payable. Based upon the amortization schedule, the principal portion of payments due with the next

year shall be classified as a current liability in the statements of financial position of MERF. The principal portion of payments due beyond one year shall be classified as long-term/non-current liabilities in the statements of financial position.

2.2 Demand notes and any other notes without established repayment dates shall always be classified as current liabilities.

Unpaid interest expense shall be accrued as a liability at the end of each accounting period.

2.3 A detailed record of all principal and interest payments made over the entire term shall be maintained with respect to each note payable. Periodically, the amounts reflected as current and long-term notes payable per the general ledger shall be reconciled to these payment schedules and the amortization schedules, if any, provided by the lender. All differences shall be investigated.

3.0 NON-INTEREST-BEARING NOTES PAYABLE

3.1 As a charitable organization, MERF may from time to time receive notes payable that do not require the payment of interest, or that require the payment of a below-market rate of interest for the type of obligation involved. In such cases, it shall be the policy of MERF to record contribution income for any unpaid interest.

3.2 For demand loans, recording of interest expense and contribution income shall be performed at the end of each accounting period, based on the outstanding principal balance of the loan during that period, multiplied by the difference between a normal interest rate for that type of loan and the rate, if any, that is required to be paid by MERF.

3.3 For loans with fixed maturities or payment dates, the note payable shall be recorded at the present value of the future principal payments, using as a discount rate the difference between a normal interest rate for that type of loan and the rate, if any, which is required to be paid by MERF. The difference between the cash proceeds of the note and the present value shall be recorded as contribution income in the period the loan is made. Thereafter, interest expense shall be recorded in each accounting period using the effective interest method, with the corresponding credit entry increasing the note payable account to reflect the amount(s) that shall be repaid.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Changes in responsibilities	Oswaldo Diaz, CFO

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SOP # G&A117 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **G&A117 FINANCIAL AND TAX REPORTING**

Policy: The Organization will prepare annual and monthly financial statements as management considers necessary and prepare non-profit tax information and tax information returns within eight months of the fiscal year close.

Purpose: The purpose is to control and prepare consistent and accurate financial statements and tax returns that are relied upon by both internal and external parties.

Scope: This applies to financial statements and tax reporting documents.

Responsibilities:

Chief Financial Officer or his designee is responsible for preparing all tax documents and ensuring Organization financial statements are accurate.

Back-office provider is responsible for preparing all Organization financial statements.

Background: Preparing financial statements and communicating key financial information is a necessary and critical accounting function. Financial statements are management tools used in making decisions, in monitoring the achievement of financial objectives, and as a standard method for providing information to interested parties external to MERF. Financial statements may reflect year-to-year historical comparisons or current year budget to actual comparisons.

Procedure:

1.0 STANDARD FINANCIAL STATEMENTS

1.1 Prepare the basic financial statements at year end and as considered necessary for reporting purposes. The basic financial statements of the Organization are maintained and prepared by MERF on an Organization wide basis and shall include:

1. **Statements of Financial Position** - reflects assets, liabilities and net assets of MERF and classifies assets and liabilities as current or non-current/long-term.

2. **Statements of Activities** - presents support, revenues, expenses, and other changes in net assets of MERF, by category of net asset (unrestricted, temporarily restricted and permanently restricted)

2.0 FREQUENCY OF PREPARATION

2.1 The objective of the Back-office provider is to prepare accurate financial statements in accordance with generally accepted accounting principles and distribute them in a timely and cost-effective manner. In meeting this responsibility, the following policies shall apply:

2.2 A standard set of financial statements described in the preceding section shall be produced on a bi-monthly basis for presentation at the Board of Directors meeting. The standard set of financial statements described in the preceding section shall be supplemented by the following schedules:

1. Individual statements of activities on a departmental and functional basis (and/or program/grant basis)
2. Comparisons of actual year-to-date revenues and expenses with year-to-date budgeted amounts

The bi-monthly set of financial statements shall be prepared on the cash basis of accounting with exception of year-end reports where accrual method of accounting must be used. Year-end report must include all receivables, accounts payable received by the end of the reporting period, and actual depreciation expense.

3.0 REVIEW AND DISTRIBUTION

3.1 All financial statements and supporting schedules shall be reviewed and approved by the Chief Financial Officer, prior to being issued by Back-office provider. They should be signed by the preparer and the Chief Executive Officer.

3.2 After approval by the Chief Financial Officer, a complete set of monthly financial statements shall, including the supplemental schedules described above, shall be distributed to the following individuals:

1. All members of the Finance and Audit Committee of the Board
2. Chief Executive Officer
3. School Principals and any other employee with budget-monitoring responsibilities will receive only the budget vs. actual report

3.3 Financial statements may include an additional supplemental schedule prepared or compiled by the Chief Financial Officer. The purpose of this schedule is to provide known explanations for material budget variances in accordance with MERF'S budget monitoring policies. Also included is a list which lists all invoices that have not been paid at the end of the year and all revenues, if any, that have not been received.

4.0 ANNUAL FINANCIAL STATEMENTS

4.1 A formal presentation of MERF's annual financial statements shall be provided by the independent auditor to the full Board of Directors at MERF's annual meeting. This presentation will be preceded by a meeting with MERF's Finance and Audit Committee, at which the Finance and Audit Committee will vote to accept or reject the annual financial statements.

5.0 GOVERNMENT RETURNS

5.1 MERF must be aware of its tax and information return filing obligations and comply with all such requirements of the Federal government, California and local jurisdictions. Filing requirements of MERF include, but are not limited to, filing annual information returns with the Internal Revenue Service (IRS), California charitable solicitation reports, annual reports for corporations, property tax returns, income tax returns, information returns for retirement plans, annual reporting of compensation paid, and payroll withholding tax returns.

6.0 FILING OF RETURNS

6.1 It is the policy of MERF to become familiar with the obligations in each jurisdiction and to comply with all known filing requirements. The Chief Financial Officer shall be responsible for identifying all filing requirements and assuring that MERF is in compliance with all such requirements.

6.2 It is also the policy of MERF to file complete and accurate returns with all authorities. MERF shall make all efforts to avoid filing misleading, inaccurate or incomplete returns.

6.3 Reports and returns which may be required to be filed by MERF include, but are not limited to, the following returns:

1. **Form 990** - Annual information return of tax-exemption of MERF, filed with IRS. Form 990 for MERF is due on the **fifteenth day of November, annually**.
2. **Form 990-T** – Annual tax return to report MERF'S unrelated trade or business activities (if any), filed with the IRS. Form 990-T is due on the **fifteenth day of November, annually**.
3. **Form 199** – Exempt Organization Annual Information Statement or Return (California) – This form is due on the **fifteenth day of November, annually**.
4. **Form 5500** - Annual return for MERF'S employee benefit plans. Form 5500 is due on the **fifteenth day of November, annually**.
5. **Federal and State Payroll Returns** - Filed on a quarterly or annual basis.

6. **Form RRF-1** – Registration/Renewal Fee Report to Attorney General of California. This form is due on the **fifteenth day of November, annually**.
7. **SF-SAC** – The Office of Management and Budget requires all Form SF-SAC and Single Audit submissions to be submitted on the Federal Audit Clearinghouse (FAC) Internet Data Entry System. The due date is established by OMB Circular A-133.
8. **Form 1099's** – See **PUR101 VENDOR SELECTION.**

6.4 MERF'S fiscal and tax year-end is June 30. All annual tax and information returns of MERF Form 990, Form 990-T are filed on the accrual basis of reporting.

6.5 Federal and all applicable California payroll tax returns are prepared by the Chief Financial Officer, in consultation with MERF'S independent auditor and the pension plan third-party administrator.

6.6 It is the policy of MERF to comply with all California payroll tax requirements by withholding and remitting payroll taxes to California for each MERF employee.

7.0 PUBLIC ACCESS TO INFORMATION RETURNS

7.1 Under regulations that became effective in 1999, MERF is subject to Federal requirements to make the following forms "widely available" to all members of the general public:

1. The three most recent annual information returns (Form 990), and

2. MERF'S original application for recognition of its tax-exempt status (Form 1023 or Form 1024), filed with IRS, and all accompanying schedules and attachments.

7.2 It is the policy of MERF to adhere to the following guidelines in order to comply with the preceding public disclosure requirements:

1. Anyone appearing in person at the offices of MERF during normal working hours making a request to inspect the forms will be granted access to a file copy of the forms. The Chief Financial Officer shall be responsible for maintaining this copy of each form and for making it available to all requesters.

2. For all written requests for copies of forms received by MERF, the Organization shall require pre-payment of all copying and shipping charges. For requests for copies that are received without pre-payment, MERF will notify the requester of this policy via phone call or by letter within 7 days of receipt of the original request.

3. The copying cost charged by MERF for providing copies of requested forms shall be $1.00 for the first page copied and $0.20 for each subsequent page. All copies shall be shipped to requesters via Priority Mail, thus, shipping charges will be a standard $5.00 per shipment.

4. After payment is received by MERF, all requested copies should be shipped to requesters in accordance with applicable laws. Making of all copies and shipping within legal time period shall be the responsibility of the Finance Team.

5. For requests for copies made in person during normal business hours, copies shall be provided while the requester waits provided the request is for twenty-five (25) or less copied pages. Requests for copies in excess of 25 pages but less than 100 pages will be available the next business day. All requests in excess of 100 pages will be sent to the requestor in accordance with applicable laws.

6. MERF shall accept certified checks and money orders for requests for copies made in person. MERF shall accept certified checks and money orders or personal checks as payment for copies of forms requested in writing. Personal checks must clear the bank prior to the copies being made and delivered to the requestor.

8.0 UNRELATED BUSINESS ACTIVITIES

8.1 Identification and Classification of unrelated business activities must be separately identified.

8.2 It is the policy of MERF to properly identify and classify income-producing activities that are unrelated to MERF's tax-exempt purpose using the guidelines described in the Internal Revenue Code and underlying regulations. Such income accounts shall be segregated in separate accounts in the general ledger of MERF in order to facilitate tracking and accumulation of unrelated trade or business activities.

8.3 It is the policy of MERF to file IRS Form 990-T to report taxable income from unrelated trade or business activities. Form 990-T is not subject to any public access or disclosure requirements. Accordingly, it is the policy of MERF not to distribute copies of Form 990-T to anyone other than management and the Board of Directors of MERF.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

SOP # G&A118 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **G&A118 BUDGETING**

Policy: The School Site Principals with the support of Back-office provider are responsible for preparing, monitoring, and implementing the annual school site budget. The School Site Principal must have the school site budget approved by the Board of Directors no less than 60 days before the fiscal year end. It is the School Site Principal's responsibility to work with the central office in order to acquire the necessary budgetary information to implement their program. The budget may be revised as needed.

An annual Organization-wide budget shall be prepared on the accrual basis of accounting and the budget shall be adopted by the Board of Directors. The budget may be revised as needed. It is the policy of the Organization to adopt a final annual operating budget at least 60 days before the beginning of MERF's fiscal year.

Purpose: A budget is a management commitment of a plan for present and future MERF activities that will ensure survival. It provides an opportunity to examine the composition and viability of MERF's programs and activities simultaneously in light of all available resources

Scope: This applies to all departments and chart of accounts of the Organization.

Responsibilities:

Principal is responsible for providing information to Back-office provider so that the back-office provider service provider can prepare the annual site budget and make revisions as needed.

The Finance Department is responsible for reviewing the school site and Organization-wide budgets and budget revisions.

Back-office provider is responsible for preparing monthly budget vs. actual comparison reports.

Background: Budgeting is an integral part of managing MERF in that it is concerned with the translation of MERF's goals and objectives into financial and human resource terms. A budget should be designed and prepared to direct the most efficient and prudent use of the MERF's financial and human resources. A budget is a management commitment of a plan for present and future MERF activities that will ensure survival. It provides an opportunity to examine the composition and viability of MERF's programs and activities simultaneously in light of all available resources.

Procedure:

1.0 PREPARATION AND ADOPTION

1.1 The school site budgets will be developed by the School Site Principals and Back-office provider., The Organization-wide budget will be prepared by the Chief Financial Officer with the support of Back-office provider. They will gather proposed budget information from all Finance teams and others with budgetary responsibilities and prepare the first draft of the budget. Budgets proposed and submitted by each department should be accompanied by a narrative explanation of the sources and uses of funds and explaining all material fluctuations in budgeted amounts from prior years.

1.2 After appropriate revisions and a compilation of all school site budgets by Back-office provider, a draft of the school site budgets and Organization-wide budget will be presented to the Chief Financial Officer for discussion, revision, and preliminary approval. The Chief Executive Officer is responsible for the final approval of all budgets.

1.3 The final budget is then submitted by the Chief Financial Officer to the Board of Directors for adoption. School Site Principals shall be present at the Board of Directors budget approval meeting.

1.4 It is the policy of MERF to adopt a final annual operating budget at least 60 days before the beginning of the MERF's fiscal year. In addition, the Finance Team must setup the new fiscal year accounts, to input the budget into the accounting system and establish appropriate accounting and reporting procedures (including any necessary modifications to the chart of accounts), to ensure proper classification of activities and comparison of budget versus actual once the new year commences.

2.0 MONITORING PERFORMANCE

2.1 MERF will monitor its financial performance by comparing and analyzing actual results with budgeted amounts. This function will be accomplished in conjunction with the monthly financial reporting process described earlier.

2.2 On a monthly basis, budget reports comparing actual year-to-date revenues and expenses with budgeted year-to-date amounts shall be produced by Back-office provider and distributed to each respective School Principal by the 20th of the following month.

2.3 The financial reports will also be distributed, on a monthly basis, to the Board of Directors. The Chief Financial Officer and School Site Principal, with the

support of Back-office provider, will be responsible for answering budget questions posed at the Board meetings.

2.4 The Chief Financial Officer will also institute an on-going monitoring plan to ensure the fiscal operations effectively implement all Federal and State requirements and to ensure the safeguarding of Federal and State funds and assets.

3.0 BUDGET MODIFICATION

3.1 After a budget has been approved by the Board of Directors and adopted by MERF, reclassifications of budgeted expense amounts may be made by Back-office provider, with approval from the Chief Financial Officer.

3.2 Budget reclassifications of any amount are at the discretion of the Chief Financial Officer.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider process	Oswaldo Diaz , CFO
2	9/5/17	Revision to clarify processes and positions	

SOP # G&A119 Revision: 0 **Prepared by: Central Office**
Effective Date: 2/14/13 **Approved by: BOD**

Title: **G&A119 INSURANCE**

Policy: It is the policy of the Organization to have an active risk management program that includes a comprehensive insurance package and to maintain adequate insurance against general liability, as well as coverage for buildings, contents, computers, fine arts, equipment, vehicles, machinery and other items of value.

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Purpose: To have a comprehensive insurance package and to maintain adequate insurance against general liability, as well as coverage for buildings, contents, computers, fine arts, equipment, vehicles, machinery and other items of value.

Scope: This applies to all areas of risk management.

Responsibilities:

Chief Financial Officer is responsible for monitoring risk management and identifying areas of insurance need.

Background: Risk management and insurance enable the Organization to hedge against known and unknown potential losses.

Definition: **Workers' Compensation and Employer's Liability**
Contractors are required to comply with applicable Federal and California workers' compensation and occupational hazard and disease statutes. If occupational hazard and diseases are not compensated under those statutes, they shall be covered under the employer's liability insurance policy.

Fidelity Bond
For all personnel handling cash, preparing or signing checks, MERF shall obtain insurance that provides coverage in a blanket fidelity bond. The specific needs of MERF will determine the dollar limit of this coverage.

Comprehensive Liability
This type of coverage may include directors, officers and employee general liability insurance, buildings, contents, computers, fine arts, boilers and machinery.

Student Accident Insurance
All children enrolled in any of MERF's funded programs must be insured for accidents and injury. The limit per child enrolled will be determined by local area experience rates and potential risk assessments.

Procedure:

1.0 COVERAGE GUIDELINES

1.1 As a guideline, MERF will arrange for the following types of insurance, as a minimum:

Type of Coverage

- Comprehensive Liability
- Automobiles for Employees,
- Volunteers or Escorts
- Employee dishonesty/bonding
- Fire and Water Damage
- Directors and Officers
- Theft
- Workers' Compensation
- Student Accident Insurance

1.2 The dollar limits are identified in the Insurance Booklet.

1.3 MERF shall maintain a file of all insurance policies in effect. This file shall include the following information, at a minimum:

1. Description (type of insurance)
2. Agent and insurance company, including all contact information
3. Coverage and deductibles
4. Premium amounts and frequency of payment
5. Policy effective dates
6. Date(s) premiums paid and check numbers

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

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SOP # G&A120 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **G&A120 SUPPLIES**

Policy: It is the policy of the organization to maintain an internal control system over supplies to prevent theft, overstocking, understocking, spoilage and obsolescence.

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Purpose: To physically safeguard organization assets and to maintain accurate financial reporting.

Scope: This applies to non-capitalized assets.

Responsibilities:

School Principal or designee is responsible for maintaining safeguards over cleaning and education supplies at each school.

Procedure:

1.0 SAFEGUARDS

1.1 Each Principal or designee is responsible for monitoring safeguards over assets at each school site. School will properly safeguard supplies inventory by keeping storage and locker facilities locked.

1.2 **Cleaning/Maintenance Supplies.** The Custodian at each site is responsible for custody of cleaning and repair and maintenance supplies.

1.3 **Educational Supplies.** The Administrative Assistant or designee is responsible for custody of educational supplies. Only the Administrative Assistant and the School Principal will have access to educational supplies.

1.4 Educational supplies will be controlled in part by forms documenting custody, i.e. textbooks issued to students and use of laptops.

2.0 MONITORING

2.1 School will establish optimum minimum and maximum stock levels for inventory.

2.2 Finance teams will maintain records detailing purchases of each significant inventory item for each fiscal year.

2.3 School Principal or designee will conduct a physical inventory of the supplies listed above on an annual basis. The completed inventory will then be submitted to Accounting so it can be reconciled to the general ledger.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

SOP # G&A121 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **G&A121 SCHOOL SITE ACCOUNTING**

Policy: It is the policy of MERF to consider each school to be a separate and distinct financial accounting entity in order to maintain an accurate fund accounting system.

Purpose: The purpose of this policy is to clearly define relationships between each school and with the business office in regards to financial accounting.

Scope: This applies to the Organization's charter schools and business office.

Responsibilities:

Back-office provider, with the support of the Financial Analysts, is responsible for timely and accurate recording of transactions, providing useful management information, and properly reporting such information for various user needs.

The Chief Financial Officer is responsible for overseeing the Financial Analysts and providing assistance where needed.

Background: Separate accounting for each of the charter schools is critical in order to monitor budget performance and to determine how to allocate resources.

Procedure:

1.0 SEPARATE ACCOUNTING

1.1 Back-office provider will utilize the same accounting policies for each school they are responsible for. Consistency in accounting will ensure that the charter schools can be evaluated using the same benchmarks and will assist in evaluating performance.

1.2 Each Charter School will have its own accounting file to assist in maintaining separate accounting for each school, and a separate bank account to avoid comingling of funds.

2.0 FUNDRAISING

2.1 Fundraising generated from each school may not be transferred to another school.

2.2 Revenues from fundraising will be recorded in the accounting system using the resource tracking system in order to account for funds received from different events. Funds may be used for operating purposes unless restricted by the donor or explicitly restricted by the event.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider provider processes	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

SOP # G&A122 Revision: 0 **Prepared by: Central Office**
Effective Date: 2/14/13 **Approved by: BOD**

Title: **G&A122 FRAUD REPORTING &WHISTLEBLOWER**

Policy: To establish procedures for reporting concerns of fraud on a confidential basis; receipt, retention, and treatment of complaints received by the Organization regarding such concerns; and protection of anyone reporting fraud in good faith from retaliatory actions.

Purpose: It is the policy of the Organization that its operations are conducted according to the highest standard of integrity, and that its officers, directors, employees, consultants, volunteers, interns, vendors, and other agents observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the Organization, all applicable laws and regulations must be followed, honesty and integrity must be practiced in fulfilling all responsibilities and all situations must be avoided that might conflict with responsibilities undertaken on behalf of the Organization. It is a federal crime for any organization – nonprofit or for-profit- to retaliate against a "whistleblower" who reports illegal, unacceptable, or suspicious activity ("Concerns"). This policy is intended to encourage and enable the reporting of Concerns within the Organization in order to prevent, detect and correct improper activities.

Scope: All officers, directors, employees, including temporary employees, consultants, volunteers, interns, vendors and other agents are covered by the scope of this policy and its guidelines.

Responsibilities:

Executive Management and Board of Directors are responsible for investigating any Concerns reported, and to ensure that the reporting person is protected from retaliation.

Background: The people closest to the day-to-day workings of an organization are the ones most qualified to identify and report improper activities. Experience has shown that these individuals will step forward if they are provided with a confidential means of reporting abuses and feel that they will be protected from retaliation, including loss of their job.

Procedure:

1.0 REPORTING RESPONSIBILITY

1.1 It is the responsibility of all those noted in the Scope of the Policy to report questionable or improper accounting or auditing matters or other Concerns as described above.

1.2 No officer, director, employee, including a temporary employee, consultant, volunteer, intern, vendor or other agent who reports a Concern in good faith shall be subject to retaliation or, in the case of an employee, adverse employment consequences. Any individual who retaliates against someone who has reported a Concern in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

1.3 Reporting in good faith means that to the best of the individual's knowledge who is reporting a suspected fraud or abuse Concern, the fraud or abuse is factual.

1.4 An individual reporting a fraud or abuse Concern not in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. In other words, fraudulently submitting a fraud or abuse Concern/allegation is not acceptable.

2.0 PROCEDURES FOR REPORTING CONCERNS

2.1 **Employees and Consultants.** Whenever possible, an individual should seek to resolve Concerns by reporting issues directly to his supervisor. If, for any reason, the individual is uncomfortable speaking to his supervisor or does not believe the Concern is being properly addressed, the individual should report the Concern directly to the Chief Operating Officer of the Organization. If the individual does not believe that these channels of communication can or should be used to express his Concern, the individual should report the Concern directly to a member of the Organization's Board of Directors. Concerns may also be submitted anonymously in writing or via voice mail to a Board of Directors member. Contact information for the Chief Operating Officer and a listing of Board of Directors members may be obtained from the Organization's website or by calling the Organization at (714) 892-5066.

2.2 **Officers, Directors, Interns, Volunteers, Vendors and Other Agents.** Officers, directors, interns, volunteers, vendors and other agents may report Concerns to the Chief Executive Officer or directly to a member of the Organization's Board of Directors. If the officer, director, intern, volunteer, vendor or other agent is uncomfortable reporting to any of these individuals, or if he does not believe the Concern is being properly addressed, the report should be escalated directly to the Chair of the Organization's Board of Directors.

2.3 **Third Party Fraud Reporting Service.** An individual also has the option to report any Concerns through a service specifically set up for MERF. These can be

reported through the website at www.magnoliapublicschools.org or by calling the central office. Concerns addressed through these channels can be made anonymously if the individual chooses.

3.0 HANDLING OF REPORTED CONCERNS

3.1 All reported Concerns filed in accordance with this policy will be investigated by the Organization with due care and promptness. Matters reported internally without initial resolution will be investigated by the Chief Executive Officer of the Organization to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. The Organization staff may issue a full report of all matters raised under this policy to the Board of Directors.

For matters reported directly to a member of the Board of Directors or the Chief Executive Officer, the Audit Committee shall promptly acknowledge receipt of the complaint to the complainant if the complainant is known. An investigation will be held to determine if the allegations are true, whether the issue is material and what corrective action, if any, is necessary. Upon the conclusion of this investigation, the Audit Committee shall promptly report its findings to the Executive Committee of the Board.

The Audit Committee shall have full authority to investigate Concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that the committee reasonably believes is necessary to conduct a full and complete investigation of the allegations.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

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SOP # G&A123 Revision: 0 **Prepared by: Central Office**
Effective Date: 1/1/17 **Approved by: BOD**

Title: **G&A123 CONFLICT OF INTEREST POLICY**

Purpose: It is the policy of the Organization that the Governing Board shall review and adopt a conflict of interest policy annually or as required in accordance with authorizer MOUs.

Responsibilities:

Executive Management and Board of Directors are responsible for ensuring that the conflict of interest policy is reviewed and approved annually each July.

Background: Refer to separate document titled "Conflict of Interest Policy".

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Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**7/21/16**	Documented policy approved by Board as separate document	Caprice Young

SOP # G&A124 Revision: 0 **Prepared by: Central Office**
Effective Date: 3/08/18 **Approved by: BOD**

Title: **G&A 124 CMO FEES**

Policy: Charter school-related organizations (CSRO) may charge a charter school fees for the legitimate, contractually agreed upon services it provides to the charter school.

Purpose: To clearly define CMO Fee calculations for all MPS school sites

Scope: This applies to all MPS schools of the organization.

Responsibilities:

Finance Team is responsible for review and confirmation of all monthly calculation and payments from school sites to MERF.

Back-office service provider is responsible for accurate bookkeeping and recording of all payments and outstanding fees.

Chief Executive Officer and Chief Financial Officer are responsible for approval all CMO Fee transactions.

Procedures: CMO Fees calculation is based on total allowable expenses allocated using a tiered methodology approved by the board, as follows:

School Names	ADA for Fiscal Year	Tier Factor	Subtract Factor calculated with different fee structure	Adjusted Tier Factor	
Magnolia Science Academy	#	1.60		1.60	
Magnolia Science Academy 2	#	1.60		1.60	
Magnolia Science Academy 3	#	1.45		1.45	
Magnolia Science Academy 4	#	0.12		0.12	
Magnolia Science Academy 5	#	0.12		0.12	not to exceed 15%
Magnolia Science Academy 6	#	0.12		0.12	
Magnolia Science Academy 7	#	0.80		0.80	
Magnolia Science Academy 8	#	1.60		1.60	
MSA- San Diego	#	1.30	1.30	-	not to exceed 11%
MSA- Santa Ana	#	1.60		1.60	
TOTAL	###	10.31	1.30	9.01	

The CMO fee for MSA 5 is not to exceed 15% of the school's revenue, defined as the amount received in the current fiscal year from LCFF calculated pursuant to Section 42238.02, as implemented by Section 42238.03, per LACOE's condition for authorization beginning fiscal year 2018-19. The CMO fee for MSA San Diego shall not exceed 11% of the total LCFF revenue based on the MOU with the current authorizer, SDUSD effective fiscal year 20015-16.

Revision	Date	Description of changes	Requested By
0	**3/08/18**	Initial Release	Nanie Montijo, CFO

SOP # CSH101 Revision: 2 **Prepared by: Central Office**

Effective Date: 9/5/2017 **Approved by: BOD**

Title: **CSH101 CASH BOXES**

Policy: Proper internal control should be maintained over funds received by cashiers or sales clerks of any type, even at fundraising events at all times.

Purpose: To identify the practices for cash box control, including cash receipts, special tender items, cash payouts and reconciliation with deposits.

Scope: All personnel that deal with the cash transactions.

Responsibilities:

Principal is responsible for safeguarding / verifying and controlling all cash assets at each school.

School Office Manager is responsible for ensuring the completeness and accuracy of all opening, closing and intermediate transactions.

School Office Manager is responsible for overseeing all event transactions.

Procedure:

1.0 CASH BOX/SAFE

1.1 Each fundraiser or individual collecting cash should collect cash for events and safeguard properly. Once all cash has been collected, this individual should submit the cash received to the School Office Manager as soon as possible for placement in the cash box. It is important to ensure that only one person has responsibility for collecting cash as to limit any opportunities for misappropriation.

1.2 All cash collected must be collected by the School Office Manager, counted together with the School Principal and one other person, and signed off by all three individuals that the cash count is accurate. The funds will then be safely secured until deposited by a designee of the School Office Manager.

1.3 If the cash balance at the end of day exceeds $1,000, a bank deposit will need to be made the same day. Otherwise, all bank deposits will need to be made by the last business day of the week. At the end of the week there should be no more than $50 left in the cash box for the following week.

1.4 Bank deposit documentation needs to be emailed to Back-office provider, in PDF format, for entry into the general ledger on a weekly basis.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

SOP # CSH102 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **CSH102 CASH RECEIPTS AND DEPOSITS**

Policy: Accurate internal control of cash receipts and deposits will be maintained at all times. Cash deposits will generally be made on the same day as receipt.

Purpose: To establish the procedures to be followed for receiving, applying and depositing cash receipts.

Scope: This procedure applies to all cash receipts received by the Organization.

Responsibilities:

Finance team is responsible for processing all cash and check transactions and depositing checks received in the bank.

Finance team is responsible for inspecting and verifying proper signatures or endorsements on checks.

School Principal/Office Manager is responsible for all fundraising transactions.

Definitions: Tender Item. Any item used to tender or pay for a transaction is considered a tender item. Tender items can include coupons, gift certificates, credits, rebates, cash, checks, barter credits, etc.

Procedure:

1.0 CUSTOMER AND AGENCY DEPOSITS

1.1 Cash receipts generally arise from:

- Contracts and Grants
- Direct donor contributions
- Fundraising activities

The principal steps in the cash receipts process are:

Central Office - The Receptionist receives incoming mail, opens, date stamps, and distributes the mail. The Finance team stamps all checks “for deposit only,” and makes one (1) copies of each check. The checks are kept in a locked cabinet until ready for deposit.

Weekly (or more often if necessary), the Finance team processes the following: the endorsed checks, the deposit log book, and the correct account allocation for each deposit. The Finance team processes the deposit and

takes it to the bank for deposit. A copy of the deposit slip is attached to the deposit. The deposits are put in a file to attach to the bank statement.

All cash received at the central office will be counted, verified, and signed off by two people from Accounting and another available staff member. The cash will immediately be posted using the appropriate allocation. A receipt will be given to the paying party and a copy kept for internal purposes. The cash will be kept in a locked, secure location and deposited within 24 business hours, but no longer than the last business day of the week.

School Site - The Receptionist receives incoming mail, opens, date stamps, and distributes the mail. The checks are kept in a locked cabinet until ready for deposit.

Weekly (or more often if necessary), the Principal, Office Manager, or designee will deposit the checks to the bank for deposit. The Principal, Office Manager, or designee will then send copies of the check(s) deposited and the original deposit slip receipt from the bank to the Finance team for processing.

The back office provider will process the deposit and enter into the accounting system. A copy of the deposit slip is attached to the deposit. The deposits are put in a file to attach to the bank statement.

2.0 APPLICATION OF ACCOUNTS RECEIVABLE

2.1 Inspect all incoming accounting mail for checks.

2.2 Finance team should photocopy all checks. Any papers attached to the checks should be stapled to the check photocopy and the envelopes discarded.

2.3 Finance team will use the photocopy of the checks and customer remittance advices to apply the cash payments to the Accounts Receivable Ledger if applicable. Unapplied payments are to be credited against the oldest open aging column on the accounts receivable ledger. A standard letter of information and/or inquiry should be sent or faxed to the payer when there is any question as to the correct application of the check.

2.4 Checks returned once should be deposited a second time. Already re-deposited checks should be debited back to the account.

2.5 Prepare all checks received for deposit.

3.0 DEPOSIT, ENDORSEMENT OF CHECKS, TIMELINES OF BANK DEPOSITS

3.1 The Finance team will inspect all checks for proper signature or endorsement. If a check is received without a proper signature then process the check as per CSH103 PROBLEM CHECKS procedure.

3.2 All checks should be endorsed as follows:

a. With the restrictive endorsement "For Deposit Only" along with,

b. The Organization's designated bank deposit account number,

c. The name, “Magnolia Education and Research Foundation”,

d. The bank name.

3.3 No check should be withheld from daily deposit unless it is legally imperfect. The endorsed checks should then be returned to the Finance Team. Bank deposits will be made on a daily basis, unless the total cash amount received for deposit is less than $1,000. Receipts must be deposited no later than the Friday of the week it was received. Any cash not deposited on a daily basis will be kept in a locked fireproof cabinet with access limited to the Chief Financial Officer, and the Finance Manager.

3.4 At time of deposit, collect all cash and checks and prepare a bank deposit slip for deposit in the Organization's authorized bank. Ensure that collections are deposited into the correct bank account, and that the name of the charter school is listed on the deposit slip.

3.5 Place a duplicate copy of the deposit ticket and collected cash into a cash bag for transport to the bank. Deposits should be made no less frequently than daily if amount of cash exceeds $1,000. If the deposit cannot be made immediately then the deposits should be stored in a secure area for later deposit.

3.6 Extreme care should be taken to protect the safety of the person making the deposit and the deposit itself. Actions to be considered are, making deposits only during daylight hours, using random deposit times and different routes to the bank, and assigning two people to make deposits.

3.7 The deposit amount should be entered into the accounting program.

3.8 No disbursements should be made from collections, nor can personal checks be cashed.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

SOP # CSH103 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: CSH103 PROBLEM CHECKS

Problem: To save time in returning and following-up on unsigned, checks marked "payment in full", or returned by the bank. These checks should be processed as follows and deposited.

Purpose: To describe how these types of checks should be handled before depositing.

Scope: This procedure applies to all checks received by the Organization.

Responsibilities:

Back-office provider is responsible for processing all check transactions for each school.

Definitions: NSF. Non-Sufficient Funds or NSF checks are those that are returned from the bank because the balance in the checking account was not high enough to cover the check. The check is then stamped NSF or "insufficient funds", "uncollected funds", or maybe "account closed".

Procedure:

1.0 UNSIGNED CHECKS

1.1 The word "over" should be typed or written on the line where the signature would normally appear. On the back, type "Lack of Signature Guaranteed" and then add the Organization name, manager's name, title and signature.

Note: This indicates to the bank that the Organization will take back the check as a charge against its account in the event it isn't honored. In the event the check is not honored, the Office Manager should immediately follow-up with the issuer.

1.2 Continue processing the check.

2.0 PARTIAL PAYMENT CHECKS MARKED "PAYMENT IN FULL"

2.1 If there's no dispute as to the amount, a check tendered for less than the amount due and marked "payment in full" (or similar wording) can be cashed without jeopardizing the right to recover the balance. However, if there's a bona fide dispute as to the amount owing, the Organization runs the risk that payment will be deemed to have settled the disputed claim for the lesser amount.

2.2 To overcome any potential pitfall, the check should be endorsed with the following statement "Check is accepted without prejudice and with full reservation of all rights under section 1-207 of the UNIFORM COMMERCIAL CODE (see Reference A).

2.3 Continue processing the check as per procedure CSH102 CASH RECEIPTS AND DEPOSITS.

2.4 The Office Manager should then work with the customer to resolve collection of the remaining balance due.

3.0 RETURNED CHECKS

3.1 A returned check for less than $100 or stamped "uncollected funds," should be re-deposited the following day, if the check is not already stamped, "Do Not Re-Deposit".

3.2 For returned checks in amounts greater than $100, the bank that the check is drawn against should be telephoned to determine if the check amount will clear the customer's account. If sufficient funds exist the check should be re-deposited. If the check is very large, consider taking the check directly to the issuing bank for recovery.

Note: The customer's account number should be the second number series located at the bottom center of the check.

4.0 REDEPOSITED CHECKS

4.1 In the event a re-deposited check is returned or if sufficient funds do not exist to cover the check, the Office Manager should contact the issuer by phone to report the problem and discuss how the matter will be resolved. Then issue a formal notice CSH103 Ex1 BAD CHECK NOTICE via certified mail with a return receipt requested to ensure the customer understands the seriousness of the issue.

4.2 Whenever a check is re-deposited more than once a handling fee should be considered.

References:

A. UNIFORM COMMERCAL CODE (UCC)

The "Uniform Commercial Code" or UCC began as a model for each state legislature to modify and adopt as law in that state. Therefore, the UCC is not the same in every state. Each state's court system can interpret the UCC differently thereby creating different case law in that state and producing different results.
Business people cannot assume that the law will be exactly the same in each state. For more information see the Secretary of State for each State in question.

B. BAD CHECK LAW

Bad Checks are considered part of the UCC and therefore are a matter of state law enforcement. Section 3-104(2)(b) of the UCC, defines a check as "a draft drawn on a bank and payable on demand." Each state has a different “Bad Check Law” see UCC above.

Postdated check: since it is not payable on demand, most states believe that the giving of a post-dated check does not constitute a present fraud nor is it within the scope of the bad check laws.

Payments for COD or pre-existing debt: In most cases, NSF checks are not considered under the bad check law if they are used to pay a note payment or to pay an invoice that is on account. However, if the debtor provides a creditor with a NSF check for a COD order, then that act does fall within the bad check laws.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider process provider	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

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CSH103 Ex1 BAD CHECK

NOTICE

Date:

CUSTOMER
NAME ADDRESS
CITY, STATE, ZIP

Dear Sir:

Payment on your Check No. _____ in the amount of $_____, presented to us on, {DAY MONTH YEAR} , has been returned by your bank and marked insufficient funds. We have re-deposited your check and attempted to collect on this check twice already.

We have verified with your bank that insufficient funds remain to clear this check. Therefore, we request that you replace this check with a certified check immediately.

Unless we receive the certified funds for the amount listed above within 15 days, we shall immediately begin appropriate legal action to protect our interest. Upon receipt of replacement funds we shall return the dishonored check.

Sincerely,

Office Manager
MAGNOLIA EDUCATION AND RESEARCH FOUNDATION

Certified Mail, Return Receipt Requested.

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SOP # CSH104 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **CSH104 WIRE TRANSFERS**

Policy: To provide additional payment options to customers and vendors in order to make funds immediately available to the receiving party. Wire transfers should be treated with special care and accuracy to prevent loss to the Organization or the customer.

Purpose: To explain the steps necessary to ensure proper procedures are followed when processing wire transfer requests.

Scope: This procedure applies to customers who are sending or receiving wire transfers and the financial institutions which process these requests.

Responsibilities:

Chief Financial Officer is responsible for initiating all outgoing wire transfer requests.

Chief Executive Officer should approve all wire transfers regardless of amount.

Finance team is responsible for processing all incoming wire transfers.

Definitions: ABA The American Bankers Association or ABA number is a unique routing identification code is issued to a Federal or State chartered financial institution which is eligible to maintain an account at a US Federal Reserve Bank. The ABA Routing Number (a.k.a. ABA number; Routing Transit number) is used to identify participants in automated clearinghouses, electronic funds transfer, and on-line banking.

Procedure:

1.0 INCOMING WIRES

1.1 Wire transfers are processed the same as a check in accordance with the CSH102 CASH RECEIPTS AND DEPOSITS procedure.

1.2 Upon the banks receipt of the wire transfer the bank may create a wire transfer notification. Normally these are mailed but many banks may also provide notification via e-mail, phone, fax, or via an on-line banking interface. The bank notification serves as documentation the the money has been received.

2.0 OUTGOING WIRES

2.1 The Chief Financial Officer will initiate wire transfers as necessary. This will take place on the secured website maintained by the Organization's bank. Chief Executive Officer must approve all wire transfers by logging into the bank's secured website and approving the transfer. Wire transfers cannot be made without this secondary authorization.

2.2 Wire transfers should originate from a checking account. Reference A - FRB Reg D. - establishes limits on transfers from savings or money market accounts but there are no limits on transfers from checking accounts.

References:

A. FRB REG D: RESERVE REQUIREMENTS OF DEPOSITORY INSTITUTIONS

Defines consumer depository accounts (e.g., checking, savings, money market, CDs, transactions etc.) and the rules governing those accounts. This law also requires that financial institutions keep a minimum amount of reserve deposits either as vault cash or with the Federal Reserve.

The Federal Reserve Board's Regulation D limits the number of certain withdrawals and transfers from savings accounts. All financial institutions are subject to this regulation. Examples savings accounts affected by this regulation include: Regular Savings and Money Market accounts. Transactions on Checking accounts are not limited.

Regulation D, allows up to six (6) preauthorized or automatic withdrawals or transfers to another account at the same financial institutions or to a third party during a calendar month. There may be no more than three (3) of these six (6) transfers by check, debit card, or similar order, clearing an account. A "preauthorized transfer" includes arrangement the credit union make either to pay a third party, one time, on written or verbal instruction, or to pay a third party on a fixed schedule, (i.e. bill payer, ACH authorizations).

B. FRB REG E: ELECTRONIC FUND TRANSFER ACT

Establishes the rights, liabilities and responsibilities of all parties involved in electronic fund transfers and protects consumers when they use such systems. Examples of these transactions include those at automated teller machines, telephone bill-payment plans, point-of-sale purchases and pre-authorized transfers to and from a consumer's account (such as direct deposit and regular utility and mortgage payments).

Regulation E prescribes rules for the solicitation and issuance of EFT cards; governs consumers' liability for unauthorized electronic fund transfers (resulting, for example, from lost or stolen cards); requires institutions to disclose certain terms and conditions of EFT services; provides for documentation of electronic transfers (on periodic statements, for example)- sets up a resolution procedure for errors; and covers notice of crediting and stoppage of preauthorized payments from a customer's account.

Stored-value cards (also known as "smart cards") and home banking by personal computer would be subject to Regulation E because the act governs electronic fund transfers.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

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SOP # CSH105 Revision: 0 **Prepared by: Central Office**
Effective Date: 2/14/13 **Approved by: BOD**

Title: **CSH105 CHECK SIGNING AUTHORITY**

Policy: A limited number of employees will be authorized to sign checks but there shall be no fewer than three individuals at all times.

Purpose: To outline the check signing authority process.

Background: While a hired accountant, office manager, or accounting clerk may be responsible for entering bills, paying bills, and printing out checks, all printed checks and related documentation should be presented to a second individual for signing. No one person or employee should be allowed to enter invoices, select invoices for payment, then print and sign checks. At a minimum, this process requires at least two individuals to ensure the integrity of the accounting system remains intact.

Scope: This procedure applies to all regular bank checking accounts of the Organization.

Responsibilities:

Chief Executive Officer is responsible for adding and removing check signing authority.

Chief Financial Officer is responsible for managing the check signing authority process and alerting all individuals and banks of any changes to authority.

Procedure:

1.0 AUTHORIZED CHECK SIGNERS

1.1 The Board of Directors and the Chief Executive Officer should approve authorized check signers in writing. All approvals should be forwarded to the Chief Financial Officer for processing.

1.2 The Chief Executive Officer and Chief Financial Officer should have check signing authority. Additional individuals with or without dollar limitations may be authorized as necessary.

1.3 For back-up purposes, it is advisable to have at least three check signers authorized for each checking account. One should be the Chief Financial Officer or primary signer and the other should be the Chief Executive Officer or secondary check signer. The third should be a back-up signer. The back-up signer should be a trusted individual but not necessarily an employee. It could be a board member or another principle in the Organization. A back-up signer will ensure continuing operations in case both the primary and secondary signers become incapacitated for any period of time.

1.4 If the check signer also authorizes purchase orders, their access to the QuickBooks accounting system should be limited to “read” access as to maintain proper segregation of duties.

2.0 CHANGING CHECK SIGNERS

2.1 The Chief Financial Officer receives all approval paperwork and should prepare and maintain a file record of all authorized check signers and CSH105 Ex1 CHECK SIGNING AUTHORITY LOG.

2.2 The CHECK SIGNING AUTHORITY LOG should be kept current of all individuals and their status to sign checks as soon as their status changes. The log should contain the following information:

- Recipient name / position or title
- Authority start date
- Authority end date
- Maximum expenditure authority level

2.2 Contact the bank that administers the checking account for details on adding, changing, or removing check signers from a checking account. Normally this is a simple process of presenting identification and signing a card to be placed on file at the bank.

Banks maintain an authorized check signer’s card for each checking account. Only those individuals listed on the authorized check signer’s card may sign checks.

2.3 The Chief Executive Officer or the Board of Directors may revoke check signing authority. Any person who is no longer entitled to sign Organization checks will be notified in writing. The Chief Financial Officer will oversee the proper notification of the Organization's banks whenever authorized signature changes are made.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

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CSH105 Ex1 CHECK SIGNING AUTHORITY LOG

RECIPIENT NAME/TITLE	START DATE	END DATE	AUTHORITY LEVEL (maximumDollar)

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SOP # CSH106 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **CSH106 CHECK MATTERS**

Policy: To ensure efficient processing and record keeping all check matters will need to be handled and documented appropriately.

Purpose: To describe the process for matters relating to checks.

Scope: All checks.

Responsibilities:

Chief Financial Officer or Finance team is responsible for managing other check matters.

Procedure:

1.0 CHECK ORIGINATION

1.1 The Organization does not permit the use of manual checks.

1.2 In no instance can the payee of a check be made to "Cash".

2.0 CHECK STOP PAYMENT

2.1 It is important to place the stop payment information on the account as quickly as possible to prevent losses. The following information should be obtained and recorded on the bank's Stop Payment Form or address online:

- Requester's name and department
- Account number
- Check number
- Date of the check
- Who the check is made payable to
- Amount of the check
- Reason for the stop payment

2.2 The stop payment information above should be forwarded to the Finance team or Chief Financial Officer who will contact the bank to put a stop on the check.

2.3 An authorized check signer may need to sign the bank's Stop Payment Form or address online, typically within ten business days. Normally, stop payments are placed on the account for approximately six months.

2.4 To release the stop payment, an authorized check signer may need to contact the bank and sign a release. Note: signing the release allows the check to be paid.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

SOP # CSH107 Revision: 1 **Prepared by:Central Office**
Effective Date: 2/8/18 **Approved by: BOD**

Title: CSH107 BANK ACCOUNT RECONCILIATIONS

Policy: To ensure the accuracy of the Organization's bank account records by proving the monthly balance shown in the bank's Account Register.

Purpose: To outline the practices for preparation of a Monthly Bank Reconciliation

Scope: This applies to all bank accounts maintained by the Organization.

Responsibilities:

Chief Financial Officer or designee is responsible for review and approval of all reconciliations.

Back-office service provider is responsible for reconciling each site's respective checking account.

Background: Errors or omissions can be made to the Organization's bank account records due to the many cash transactions that occur. Therefore, it is necessary to prove the monthly balance shown in the bank account register. Cash on deposit with a bank is not available for count and is therefore proved through the preparation of a reconciliation of the Organization's record of cash in the bank and the bank's record of the Organization's cash that is on deposit.

Procedure:

1.0 BANK STATEMENT PREPARATION

1.1 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 as follows:

- By the 15th of the following month for MSA 1, MSA 2, MSA 3 and MSA 5 and;
- By the 20th of the following month for MSA 4, MSA 6, MSA 7, MSA 8, MSA SA and MSA SD

After preparation, the back-office client manager will carefully review the bank reconciliation. Once reviewed, the bank reconciliations are sent to the Finance Team for final review and approval. To preserve proper segregation of duties, no single employee, should perform both cash transaction functions and bank account reconciliations.

2.0 COMPUTERIZED FORMAT

2.1 In the computerized environment, the accounting system provides an automated bank reconciliation task. This task is generally selected once a month in conjunction with receiving the month end bank statement and/or online printout of the month end bank statement. Once selected, the screen shows a list of all items that have been posted to the cash account and that have not been cleared from the previous month's account reconciliation. The screen is usually divided into two segments: one half is a list of all checks and other charges reducing cash, and the other half is a list of all deposits and other items increasing cash. This screen would also have a field for entering the proper month end date and the balance at month end, per the bank.

2.2 After the account-reconciling task is successfully completed, a report is provided which shows the reconciliation process, including outstanding checks and deposits in transit.

Note: Once completed, the bank reconciliations and bank statements are filed electronically.

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Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

SOP # CSH108 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: CSH108 INTER-ACCOUNT BANK TRANSFERS

Policy: To ensure the accuracy of the Organization's bank account records by proving documentation of bank transfers.

Purpose: To outline the practices for preparation of an inter-account bank transfer

Scope: This applies to all bank accounts maintained by the Organization.

Responsibilities:

Chief Executive Officer is responsible for review and approval of all inter-account bank transfers

Chief Financial Officer is responsible for performing all inter-account bank transfers.

Background: Errors or omissions can be made to the Organization's bank account records due to the many cash transactions that occur. Therefore, it is necessary to authorize all inter-account bank transfers.

Procedure:

1.0 INTER-ACCOUNT BANK TRANSFER

1.1 Back-office provider monitors the balances in the bank accounts to determine when there is a shortage or excess in the checking account. Back-office provider recommends to the Chief Financial Officer when a transfer should be made to maximize the potential for earning interest or when funds are needed for processing payroll or other transfer needed. The Chief Financial Officer will determine when to make a transfer and in what amount. After the transfer has been initiated by the Chief Financial Officer, the Chief Executive Officer must log into the online banking system in order to complete the bank transfer process. A copy of the transfer is given to Back-office provider.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

SOP # CSH109 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: CSH109 JOURNAL ENTRIES AND RECLASSIFICATION ENTRIES

Policy: To ensure the accuracy of the Organization's books and records by proving documentation of journal entries and reclassification entries. All journal entries shall be authorized in writing by the Finance Manager initialing or signing the entries.

Purpose: To outline the practices for preparation of journal entries and reclassification entries.

Scope: This applies to all accounting transactions performed by the Organization.

Responsibilities:

The Chief Financial Officer is responsible for review and approval of all journal entries and reclassification entries.

Back-office provider is responsible for performing all journal entries and reclassification entries

Background: Journal entries can directly affect the presentation of financial statements. Therefore, it is necessary to authorize all journal and reclassification entries.

Procedure:

1.0 JOURNAL ENTRIES AND RECLASSIFICATION ENTRIES

1.1 The Chief Financial Officer the Financial Analysts and Back-office provider monitor the balances in the accounting records of the Organization.

All general ledger entries including audit adjusting entries, reclassification entries, or other such journal entries shall be supported by journal vouchers or other documentation, which shall include a reasonable explanation of each entry. Examples of such journal entries include:

1. Recording of noncash transactions
2. Corrections of posting errors
3. Non-recurring accruals of income and expenses

Certain journal entries, called recurring journal entries, occur in every accounting period. These entries may include, but are not limited to:

1. Depreciation of fixed assets
2. Amortization of prepaid expenses

3. Accruals of recurring expenses
4. Amortization of deferred revenue

Support for recurring journal entries shall be in the form of a schedule associated with the underlying asset or liability account or, in the case of short- term recurring journal entries or immaterial items, in the form of a journal voucher.

It is the policy of MERF that all journal entries not originating from subsidiary ledgers shall be authorized in writing by the Chief Financial Officer initialing or signing the entries.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Revision of responsibilities	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

SOP # CSH110 Revision: 1 **Prepared by:Central Office**
Effective Date: 11/12/15 **Approved by: BOD**

Title: CSH110 PETTY CASH PURCHASES

Policy: The Organization does not permit the use of petty cash.
Scope: This applies to all petty cash transactions.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Removal of petty cash use	Oswaldo Diaz, Chief Financial Officer

SOP # CSH111 Revision: 3 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **CSH111 CREDIT CARDS AND DEBIT CARDS**

Policy: 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. The Organization does not permit the use of debit cards. The use of credit is the same as handling cash; every precaution must be taken to account for all funds, whether Federal, State or otherwise, and the most efficient and effective purchasing procedures as well as internal controls will be implemented to safeguard Organization funds.

Purpose: To be able to use credit cards in a controlled manner that allows for purchases such as travel and where a check and/or purchase order is not accepted.

Scope: This applies to transactions at the discretion of the School Principal, Chief Executive Officer and Chief Financial Officer.

Definitions: Batch. All of the day's credit card transactions are collected into a "batch" of transactions. The batch is closed, usually at the end of the day, and the result is submitted to the merchant processor as a single "batch".

Settlement**.** The processor clears the credit card transactions in the batch and the result is "settled" to the designated bank account. Settlement varies by Credit Card organization but usually occurs in 2-3 days after a batch is closed.

Processor. The processor is responsible for authorizing credit card transactions and settling each batch. The processor is also the Organization that one must interface with on all discrepancies or "chargebacks".

Chargebacks. A chargeback occurs when a customer (cardholder) disputes a charge that appears on their monthly credit card statement. If the dispute is unable to be resolved then the transaction is charged back to the merchant. The processor charges the merchant and returns the cardholder's money.

Responsibilities:

School Principal is responsible for authorization of credit card transactions up to $5,000 in accordance with the approved budget.

Chief External Officer, Regional Directors and Chief Financial Officer are responsible for authorization of credit card transactions up to $10,000 and over, using documented approval, not to exceed the current limits established by procedure number PUR104 Accounts Payable and Cash Disbursements.

Chief Executive Officer is responsible for authorization of credit card transactions up to $25,000, using documented approval, not to exceed the current limits established by procedure number PUR104 Accounts Payable and Cash Disbursements.

Accounts Payable Specialist and Back-office provider are responsible for recording the transactions in the accounting records and reconciling credit card receipts to the credit card statements in accordance with CSH107 Bank Reconciliations.

Background: On occasion, the Chief Executive Officer and other senior management may not be in the position to carry a lot of cash or may need to use a credit card for purposes of travel arrangements. Under these circumstances and as considered necessary by Organization management, credit card transactions are acceptable.

Procedure:

1.0 CREDIT CARDS

1.1 Issuance of Corporate Credit Cards

Corporate credit cards are issued to personnel who travel on Organization business or have a legitimate need to purchase goods and services, either in person or on-line or when a purchase order cannot be approved in time or a purchase order is not accepted by a vendor. These cardholders will be required to sign a statement (CSH111 Ex1 Use of Credit Cards and Debit Cards Certification) acknowledging that the card shall be used exclusively for legitimate Organization- related business purposes and that the cardholder agrees to take reasonable precautions to protect the card from loss or theft by storing it in a secure location. Upon approval from the credit card company, a card will be issued bearing the names of both the individual and the Organization.

Cardholders, while working with other Organization staff, must plan activities and travel requests with sufficient time in order to avoid the use of credit cards.
Cardholders abusing this privilege may have the card revoked if it is determined that sufficient time was available in order to request and receive approval for a purchase order.

When using the credit card for internet purchases, cardholders should ensure that the site utilizes industry recognized encryption transmission tools.

All corporate credit cards will be issued from the same vendor to enhance the purchasing power of the credit card and to provide for efficient on-going monitoring of all purchases made with the credit card(s).

1.2 Cardholder Responsibilities

Every month, each cardholder will be provided with a statement detailing the expenditures that were charged to his/her corporate credit card. The cardholders will submit all receipts for purchases of goods and services to the Finance Department within seven (7) days attached to the debit/credit card monthly statement after making any purchase. All documents will be initialed by the cardholder. In any instance of a missing receipt, payment will be the responsibility of the cardholder.

Should the Accounts Payable Specialist identify any inadvertent personal or

unauthorized uses of the card, the card statement as well as all backup documentation will be forwarded to the Chief Financial Officer, for review.

The Chief Financial Officer, will discuss with the cardholder any charges of concern and the card member will be required to reimburse the Organization immediately for any such inadvertent personal charges or unauthorized charges.

Excessive inadvertent personal charges will be grounds for revoking credit card privileges. Personal use of corporate credit cards is strictly prohibited. Any personal use will subject the employee to the Organization's disciplinary actions.

Any fraudulent or other unauthorized charges shall be immediately pointed out to the Chief Financial Officer, for further investigation with the credit card provider and at the discretion of the Chief Financial Officer may be required to be reimbursed by the individual cardholder who purchased the unauthorized transaction.

The Organization requires the following review and approval procedures:

- The cardholder will review the card statement to ensure only their own approved charges are listed on the statement. Any charges not made by the cardholder will be identified and discussed with the Accounts Payable Specialist.
- The Chief Financial Officer will approve credit card usage by the Principals, and the Chief Executive Officer will approve credit card usage by the Chief Financial Officer, and the Board of Directors Chairperson will approve credit card usage by the Chief Executive Officer.
- The Accounts Payable Specialist will review all charges on the card statement against all purchase documents submitted by the cardholder.
- The Chief Financial Officer, will review charges and supporting documentation prior to the monthly card statement being approved and included for payment.

Cardholders shall report the loss or theft of a corporate credit card immediately by notifying the credit card company (24 hours a day, seven days a week) as well as the Chief Financial Officer. In the event of theft of the card, a police report will be filed by the cardholder and a copy of the report will be maintained for insurance purposes.

1.3 Revocation of Corporate Credit Cards

Failure to comply with any of these policies associated with the use of the Organization's corporate credit cards shall be subject to possible revocation of credit card privileges. The Chief Financial Officer, with the approval of the Chief Executive Officer or Board Chairperson, shall determine whether credit cards are to be revoked.

1.4 On-going Monitoring of Corporate Credit Cards

The Organization will implement continuous on-going monitoring of the use of corporate credit cards to ensure only authorized expenditures are made with the credit cards. Credit card usage must follow the same criteria as all other purchases; i.e., allowable, reasonable, necessary, and allocable, where required.

In addition, the Board of Directors may, from time to time, authorize unannounced monitoring of the use of corporate credit cards.

Corporate credit cards will be assigned only to the Chief Executive Officer, Chief External Officer and Principals and all charges to that assigned card will be the responsibility of that employee. Employees authorizing the use of the credit card by other Organization employees, parents or friends, will be subject to disciplinary action.

1.5 Employee Personal Credit Cards

With prior approval from the Chief Executive Officer and/or Chief Financial Officer, the Organization employees may incur legitimate Organization business expenses utilizing their personal credit cards for such expenditures. The Organization shall reimburse employees according to Organization reimbursement policy (PUR106 Reimbursements).

2.0 DEBIT CARDS

2.1 Debit Card Policy

The organization does not permit the use of debit cards.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**2/13/15**	Revision of credit and debit card limits and controls	Oswaldo Diaz, CFO
2	**7/21/16**	Revision of credit card limits and controls	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	

CSH111 Ex1 USE OF CREDIT CARDS AND DEBIT CARDS CERTIFICATION

Certification of receipt of the Organization Policy and Procedures on the "Use of Credit and Debit Cards":

I,_____, hereby certify that I have received
(Print name of employee) (Position)
and understand the above-stated policy and procedures and I will comply with those procedures. Failure to comply with the procedures may subject me to disciplinary action as outlined in the Organization Human Resources Policies and Procedures Manual.

_____ _____
Signature of Employee Date

_____ _____
Chief Executive Officer Date

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SOP # CSH112 Revision: 2 **Prepared by: Central Office**
Effective Date:9/5/2017 **Approved by: BOD**

Title: **CSH112 INTERCOMPANY RECEIVABLES AND PAYABLES (DUE TO/DUE FROM)**

Policy: To ensure that intercompany transactions between individual charter schools and the central office are processed correctly

Purpose: To outline the practices for intercompany transactions between individual charter schools and the central office

Scope: This applies to all charter schools operated by the Organization.

Responsibilities:

Chief Financial Officer is responsible for performing the intercompany transactions with approval from the Board of Directors.

The Finance Department is responsible for alerting Back-office provider regarding intercompany transactions. Back-office provider is responsible for recording it into the accounting system, and ensuring accuracy of fiscal year-end balances.

Background: Charter schools are highly dependent on government funding to operate. Government cuts and funding deferrals can result in cash shortages for schools. Therefore the need arises to allocate resources from other schools to cover any shortfall. It is necessary to correctly record transactions between the charter schools and the central office in order to properly determine each school's receivable/liability.

Procedure:

1.0 INTERCOMPANY TRANSACTIONS

1.1 The Chief Financial Officer, with the support of the Finance Department and Back-office provider, monitors cash balances daily for the charter schools. When a charter school realizes a need for funds, the Chief Financial Officer will assess resource levels for the other schools as well as the central office. If the central office does not have sufficient funds to advance to the charter school requestor, at the discretion of the Chief Financial Officer, the Chief Financial Officer may transfer funds from a charter school with surplus funds into the central office. The Chief Financial Officer may then transfer funds to the charter school requestor from the central office. For policy regarding inter-account bank transfers, refer to **CSH108 INTER-ACCOUNT BANK TRANSFERS**.

1.2 At the end of the fiscal year, each school's receivable or payable account will be reconciled in accordance with **G&A105 PERIOD-END REVIEW & CLOSING**. Once balances are reconciled, an agreement is prepared at the end of the fiscal year between each school and the central office to document the amount owed and repayment terms.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/2017	Revision to clarify processes and positions	

SOP # CSH113 Revision: 2 **Prepared by: Central Office**
Effective Date:9/5/17 **Approved by: BOD**

Title: CSH113 FINANCIAL RESERVES

Policy: To ensure each charter school maintains a fund reserve in order to protect itself from unforeseen revenue shortfalls or unexpected expenditures.

Purpose: To describe responsibilities and monitoring procedures over each charter school's fund reserve

Scope: This applies to all charter schools operated by the Organization.

Responsibilities:

Back-office provider is responsible for day to day monitoring of charter school cash accounts and ensuring their accuracy.

Chief Financial Officer is responsible for oversight over charter school cash accounts as to ensure that required fund reserve amounts are met.

Background: California regulations state that the following reserve amounts must be maintained:

- Greater of 5% of prior year operational expenditures or $55,000 for districts with 0-300 ADA
- Greater of 4% of prior year operational expenditures or $55,000 for districts with 301-1,000 ADA

Procedure:

1.0 FUND RESERVE BALANCES

1.1 Back-office provider will monitor the cash balance for each charter school to ensure its accuracy and to be able to project future amounts. This will be accomplished through timely bank reconciliations and regular budget vs. actual comparisons. This process is critical to quickly detect any potential cash shortages so expenditures can be modified or more resources can be requested.

1.2 If the required fund reserve amount for a charter school cannot be met, the Chief Financial Officer with the support of Back-office provider will need to determine where cash can be derived from in order to restore the fund balance. This can come from central office funds or from another charter school with surplus funds. See CSH112 INTERCOMPANY RECEIVABLES AND PAYABLES (DUE TO/DUE FROM) for this procedure.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service processes	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

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SOP # PYR101 PAYROLL DESK PROCEDUR Prepared by: Central Office
Effective Date: 2/14/13 Approved by: BOD

Title: **PYR 101 PAYROLL DESK PROCEDURE**

Policy: To clearly define responsibilities and procedures in processing the organization's payroll and implementation of the online payroll system in accordance with the generally accepted accounting principles.

Purpose: To outline and list areas of responsibilities for each group involved in the payroll process.

Scope: This applies to all staff of the organization.

Responsibilities:

Human Resources is responsible for setup and maintenance of all employee profiles

School Principal is responsible for accurate and timely submission of each site's attendance, extra duties and assignments.

Finance Team is responsible for review, generation and approval of all payroll.

Back-office service provider is responsible for accurate bookkeeping and analysis of payroll expenses.

Background: Personnel Cost is usually 70-75% of the organization's total operating expenses. It is vital that the organization administers the payroll process efficiently and in compliance with education codes and requirements.

Procedure:

- **HUMAN RESOURCES**
  - Coordinates job postings and complete new hire paperwork, ensures accuracy and completeness of all new hire procedures and collection of paperwork prior to start of work
  - Processes termination info and informs Finance Team whenever final checks are needed
  - Monitors all credential and other expiration dates
  - Ensures accurate employee withholdings/deductions in 3rd party payroll system as agreed to by employee

- **EMPLOYEE**
  - Signs in and out of automated system each day
  - Completes employee profile in online payroll system, which generates deductions and provides required information to HR

- **PRINCIPAL/SUPERVISOR**
  - Reviews/approves time and attendance reports and submits to Finance Team to initiate payroll processing
  - Enters all supplemental pay in payroll system on or before designated cutoff date
  - Submits signed schedule of all approved supplemental pay (i.e. stipends, home visits, Saturday School extra duty) to Finance Team each pay period
  - Notifies HR of any new hires, terminations, status or pay changes

- **FINANCE TEAM**
  - Confirms approvals from principals/HR prior to generating payroll
  - Runs payroll and generates reports for review
  - Reviews each payroll register, verifying:
    - Proper pay rate
    - Hourly staff – number of hours per pay period look reasonable
    - Extra pay/stipends are documented, approved and accurate as to amount and funding source
    - Employee retirement deductions are accurate and reasonable
    - STRS members have earnings properly treated in paycheck and correct STRS rates are being used
    - No OASDI withheld for any STRS members
    - Classified staff – PERS members have proper withholdings and OASDI deducted and correct PERS rates are being used

- Only PERS or STRS creditable earnings are included in deduction calculations
- Non-PERS classified staff hours are being tracked and any newly eligible PERS members (>1000 hours in a fiscal year) are added as PERS members

- Process payroll, prints registers and files all supporting documentation including but not limited to: STRS/PERS contributions, Other Retirement Contributions, Payroll Tax Reports, Health and Welfare deductions and contributions to service providers
- Processes final paychecks and coordinates with back-office provider for delivery of checks if not processed in-house

- **BACK OFFICE**
  - Process ECR for final paychecks if not processed in-house
  - Uploads journal entries to record payroll in general ledger each pay period
  - Performs analytical procedures on payroll expenses as part of month-end close process

Revision History:

Revision	Date	Description of changes	Requested By
0	**3/09/17**	Initial Release	Nanie Montijo, CFO

SOP # INV101 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **INV101 FIXED ASSET CONTROL AND LEASES**

Policy: Proper control procedures will be followed for all capital asset acquisitions, transfers and dispositions in order to provide internal control of capital equipment and to assist in reporting.

Purpose: To outline the procedures for acquiring, disposing and maintaining control of capital assets. This is particularly important for assets purchased with grant program dollars where the grantee may want the equipment returned at the end of the program.

Scope: This procedure applies to all equipment with a value of $500 or more and furniture a value of $5,000 or more.

Responsibilities:

School Principals are responsible and accountable for furniture, equipment, machinery and any other assets in their schools. An automated fixed asset tracking system will be implemented for tracking and tagging assets to be inventoried.

Definitions:

Capitalized Equipment: All furniture and equipment costing $5,000 or more each should be recorded in the fixed assets inventory system and depreciated annually.

If purchased in bulk over the $5,000 threshold, these items may also be deemed capitalized. For capital assets that are acquired as a “group purchase” whose individual acquisition cost is less than the $5,000 threshold, it will be capitalized if the aggregate amount is $5,000 or above. A “group purchase” is defined as an acquisition of 5 or more units at of the same, identical item being made using a single requisition. In addition, the purchase of the assets serves a specific location or objective. For example, a decision is made to upgrade a computer lab. This will require 10 new computers located in a single area. Individually the computers cost $1,000; however, the aggregate cost of the 10 computers will be $10,000. The purchase is capitalized as a group purchase.

Non-Capitalized Equipment: No equipment costing less than $5,000 each should be depreciated. However, non-capitalized equipment that is motorized, electronic, or computerized should be added to the fixed assets inventory system for fiduciary purposes only so that its existence can be verified during the annual physical inventory process.

Furniture: No furniture items costing less than $5,000 each should be added to the fixed assets inventory system or depreciated

Procedure:

1.0 ACQUISITIONS

1.1 All purchases of furniture and equipment as defined above must be tagged and included in the inventory listing.

See PUR102 for the procurement process to be followed.

1.2 Any internally constructed or donated equipment will be reported to Finance Team if the item cost has a value of $5,000 or more. A complete description of the property, date manufactured or received, number of items, cost or estimated value and a statement that it was internally constructed or donated will be included in the report.

1.3 To maintain proper segregation and control upon termination of any employees, any employee owned tools, equipment or furniture brought on the Organization premises will be reported to the School Principal. The report should include the employee's name, description of items, identification numbers, if any, and reason for using the asset.

2.0 DISPOSITIONS

2.1 Assets may be sold or traded-in on new equipment. An example INV103 Ex1 ASSET DISPOSITION form or updating of Excel workbooks is to be completed and approved by the School Principal. Any assets with an original value greater than $5,000 will also require the Chief Financial Officer's approval.

Upon approval, the school may advertise the property for sale or submit a list to purchasing for sale and disposition. After completion of the sale, an example INV103 Ex2 BILL OF SALE provided below will be issued and the ASSET DISPOSITION form will be submitted to Finance Team who will ensure deletion of the item from the asset records and submit paperwork to back-office provider to record any gain or loss on the disposition.

2.2 Worn-out or obsolete property with no cash value will be reported to Finance Team on the Asset Disposition form with the description, serial number and condition. Finance Team will inspect all worn-out of obsolete property before it is removed from the school and discarded. The asset will then be removed from the asset records.

2.3 Any asset that is missing or has been stolen will be reported in writing to the School Principal and Finance Team as soon as possible. The description, serial number, and other information about the lost item should be included in the report.

Accounting will determine the proper course of action and will notify the company's insurance carrier and any outside authorities if deemed appropriate. If un-recovered, the asset will then be removed from the asset records.

2.4 Inter-school transfers of assets will be reported to Accounting in writing including the description, serial number and the name of the school to receive the property.

The School Principal to whom the item was assigned originally will be held accountable until accounting is notified of the transfer. After being notified, the School Principal acquiring the property assumes responsibility. Accounting will then record the inter- school transfer on the asset records.

3.0 ASSET RECORDS

3.1 Upon any asset acquisition, Accounting is responsible for assigning and attaching asset number tags to the property where it can be readily located.

Accounting will then maintain a detailed listing of each fixed asset item which will include the description, date acquired, vendor, cost basis, assigned school and location. On an annual basis, accounting will furnish each school a report showing a listing of assets assigned to that school and any acquisitions, disposals and transfers during the past year. Any discrepancies must be communicated to Finance Team by June 30th of each year . This report should be filed by the School Principal for reference and later use.

3.2 A physical count will be taken at each site every two years or as needed.

3.3 Each school will be responsible for locating assets with its number tag attached that are recorded as assigned to their school whenever requested by Accounting, a county property tax auditor or the company's external auditors.

3.4 Whenever a change in School Principal occurs, all items should be accounted for by the outgoing School Principal. The incoming School Principal will accept the responsibility and accountability for the school asset listing upon assuming the position. Accounting can assist with this audit if requested.

4.0 LEASED OR OWNED VEHICLES

4.1 The safety and comfort of MERF employees, parents and Board members is of utmost importance. Therefore, MERF has established a policy whereby vehicles, whether leased or purchased, will be retained for a maximum of 100,000 miles or 8 years, whichever is less. The Finance Team will establish a mileage log to ensure vehicles are properly planned and replaced on schedule. Any individual that is assigned a vehicle shall be responsible for maintaining the mileage log and working with the Finance Team in complying with the replacement requirements of this policy.

4.2 A mileage log will be retained for each vehicle and all users will note the beginning and ending mileage for all trips. This log will be provided to the designated driver upon pickup of keys for use of a vehicle. Under no circumstances may an employee retain the keys or mileage log overnight unless on an authorized, extended trip requiring overnight accommodations. All keys will be returned to the administrative office or central kitchen upon completion of the day’s authorized trips.

4.3 The Finance Team will ensure that all vehicles are taken to an authorized vendor for maintenance and service. All vehicles will receive appropriate oil changes on a minimum 5,000 mile schedule. Tires will be rotated at the same time and tires will be replaced after 50,000 miles (or sooner) if believed to be worn beyond prudent safety levels.

4.4 The Finance Team will submit RFPs to authorized vehicle dealers and service vendors on an annual basis. All vehicles will be serviced by the same designated vendor(s) for this annual contract period. The only exception will be for vehicles, newly purchased or leased, which provide for free maintenance and service as part of its warranty period or any special arrangements made as part of the purchase or lease of the vehicle.

4.5 Designated drivers must report any problems or issues identified, upon completion of their daily trip(s), to the Finance Team. A "Vehicle Report" must be completed and submitted to the Finance Team immediately upon return from any trip whereby a problem or issue is suspected or identified.

4.6 If any driver is involved in an accident, whether with another vehicle or not, the driver must complete an Accident Report form and submit the report form to the Finance Team immediately upon return to MERF. A copy of the report form and instructions for submitting the report and "what to do if involved in an accident" are included in the Exhibits section.

5.0 LEASES

5.1 Classification of Leases

It is the policy of MERF to classify all leases in which MERF is a lessee as either capital or operating leases. MERF shall utilize the criteria described in Statements of Financial Accounting Standards No. 13 in determining whether a lease is capital or operating in nature. Under those criteria, a lease shall be treated as a capital lease if, at the time of entering into the lease, any of the following factors are present:

1. The lease transfers ownership to MERF at the end of the lease term;

2. The lease contains a bargain purchase option;

3. The lease term is equal to 75% or more of the estimated economic life of the leased property; or

4. The present value of the minimum lease payments is 90% or more of the fair value of the leased property (using, as the interest rate, the lesser of MERF's incremental borrowing rate or, if known, the lessor's implicit rate).

All leases that do not possess any of the four preceding characteristics shall be treated as operating leases. In addition, all leases that are immaterial in nature shall be accounted for as operating leases.

MERF shall also maintain a control list of all operating and capital leases. This list shall include all relevant lease terms.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	2/14/17	Revise to clarify process	
2	9/5/17	Revision to clarify processes and positions	

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INV103 Ex1 ASSET DISPOSITION FORM

Date:_____

Requested By:_____

School:_____

Reasons for Disposition:_____

_____

Description	Serial Number	Date Purchased	Original Cost	Net Book Value	Expected Or Actual Proceeds	Gain or Loss

Principal:_____Date:_____

Chief Financial Officer:_____Date:_____

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INV103 Ex2 BILL OF SALE

This Bill of Sale is made on (PURCHASE DATE) between (STORE or COMPANY NAME) , a (STATE) Corporation, with its principal place of business at (COMPANY ADDRESS) ("Seller") and (BUYER'S CONTACT INFORMATION) , ("Buyer").

In exchange for the payment of (DOLLAR AMOUNT) Dollars that has been received, the Seller sells, assigns and transfers all of its right title and interest in the (ASSET SOLD) (the "Goods").

The Seller warrants that it owns the Goods and that it has the Authority to sell the Goods to the Buyer. The Seller further warrants that the Goods are free and clear of all liens, indebtedness, or liabilities. The Seller also warrants that all of the Goods are in good working condition as of the date transferred.

I have carefully reviewed this Bill of Sale and agree to and accept its terms and conditions. I am executing this Bill of Sale as of the day and year first written above.

Seller:

_____
NAME
Owner
COMPANY NAME

Buyer:

_____
NAME

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SOP # INV102 Revision: 1 **Prepared by: Central Office**
Effective Date: 11/12/15 **Approved by: BOD**

Title: **INV102 FIXED ASSET CAPITALIZATION & DEPRECIATION**

Policy: Asset acquisitions with a useful life expectancy of greater than one year and with a minimum threshold amount as specified by the Chief Financial Officer should be capitalized by the Organization and depreciated.

Purpose: The purpose of this procedure is to delineate the capitalization and depreciation methods for various asset groups.

Scope: All acquisitions of capital assets for the Organization.

Definitions: Capitalization - Capitalization is the method chosen to record the purchase of a fixed asset on the Organization's accounting books. If an asset is capitalized then it is not expensed in the same year the asset is purchased. Instead the asset is generally recorded on the balance sheet and individually on an asset schedule. Examples of capital expenditures are purchases of land, buildings, machinery, office equipment, leasehold improvements and vehicles. The asset is expensed each year as depreciation.

Depreciation - is an annual income tax deduction that allows the write-down or write-off of the cost of the asset over its estimated useful life to recover the cost or other basis of certain property over the time the property is used. It is an allowance expense for the wear and tear, age, deterioration, or obsolescence of the property.

As an asset ages and is used by the Organization, its value declines. It, in effect, becomes worth less and less over time. The declining value or usefulness of the asset over time is represented as a discount that is applied to the original purchase price. At the end of the asset's depreciation period, (and/or useful life), its value on the balance sheet will be zero, or fully-depreciated. At the same time, the individual depreciation expenses will have all been recorded on the income statement.

Note: Land is not depreciated because land does not wear out, become obsolete, or get used up. But, the building on the land is depreciated. Land is generally viewed as an appreciating asset while all other capital assets are generally viewed as depreciating over time, with use. But, unlike depreciation, an asset's appreciation is not recorded on the books until the asset is sold, which is when the assets appreciation is realized.

Cost basis – The total amount paid for the asset, in cash or kind, is considered the "cost-basis". This should include all charges relating to the purchase, such as the purchase price, freight charges and installation, if applicable. The cost basis is not the market value or list price of the

asset. It is the total amount invested in the purchase or the total amount paid.

Procedure:

1.0 CAPITALIZATION

1.1 All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records.

Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as capitalized fixed assets regardless of individual price of item.

In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Depreciation or amortization is computed on the straight-line basis over the useful lives of the assets.

Any asset that does not meet the above criteria will be expensed such as small tools and equipment or repairs and maintenance.

1.2 The cost basis of furniture and equipment assets will include all charges relating to the purchase of the asset including the purchase price, freight charges and installation if applicable.

1.3 Leasehold improvements including painting are to be capitalized if they relate to the occupancy of a new office or a major renovation of an existing office or site. Expenditures incurred in connection with maintaining an existing facility in good working order should be expensed as a repair.

1.4 The cost of buildings should include all expenditures related directly to its acquisition or construction. This cost includes materials, labor and overhead incurred during construction, and fees, such as attorney's and architect's and building permits.

1.5 Maintain proper files on the details to all acquisitions, expenditures, and maintenance performed on all assets. These records are vital for proper tax preparation and are used during yearly tax reporting and planning.

2.0 DEPRECIATION

2.1 The depreciation methods/lives for assets must be selected at the time the asset is first placed into service in order to ensure consistent financial reporting and tax compliance.

The Organization uses the straight-line method of depreciation.

The following represents a sample of the useful lives that the Organization may use for financial reporting purposes:

Asset Class	Examples	Estimated Useful Life in Years
Land		N/A
Site improvements	Paving, flagpoles, retaining walls, sidewalks, fencing, outdoor	20
Buildings		20 - 50
HVAC systems	Heating, ventilation, and air systems	10 - 20
Roofing		20
Interior construction	Leasehold improvements	20 - 25
Carpet replacement		7
Electrical/plumbing		30
Sprinkler/fire system	Fire suppression systems	25
Outdoor equipment	Playground, radio towers, tanks	20
Machinery & tools	Shop & maintenance equipment,	3 - 15
Custodial equipment	Floor scrubbers, vacuums, other	7 - 15
Furniture & accessories	Classroom & other furniture	10 - 20
Business machines	Fax, duplicating & printing	3 - 10
Copiers		3 - 10
Communication equipment	Mobile, portable radios	3 - 7
Computer hardware	PCs, printers, network hardware	3 - 5
Computer software	Instructional, other short-term	5 to 10
Computer software	Administrative or long-term	10 to 20
Audio visual equipment	Projectors, cameras (still & digital)	5 - 10
Athletic equipment	Wrestling mats, weight machines	7 - 10
Library books	Collections	5 to 7
Licensed vehicles	Buses, other on-road vehicles	5 - 10

2.2 The lowest life permitted by tax regulations for asset classes should be selected to optimize depreciation deductions.

2.3 Regardless of the depreciation rate required an Organization can elect to use a different method for financial statement purposes. Such method should be justified based on the expected useful life of the asset.

2.4 Depreciation will be recorded in the accounting system at the end of the fiscal year.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	11/12/15	Revision of capitalization policy relating to technology aggregate purchases	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

Accounting Policies, Procedures and Forms

Depreciation

INV102 Fixed Asset Capitalization &

SOP # IVT101
Revisions: 0
Effective Date: 6/14/17

Prepared by: Central Office
Approved by: BOD

Title: **IVT101 INVESTMENTS**

Policy: This policy establishes procedures to govern the investment of funds held by Magnolia Public Schools ("MPS" or the "Charter School"). This policy is based upon federal, state and local laws and regulations, and prudent money practices. To the extent that this policy conflicts with state or federal law, the applicable law shall prevail.

Purpose: MPS' primary investment objective shall be to maintain the safety and liquidity of its funds. Safety of principal is the foremost objective of MPS. The primary objectives of MPS investment activities shall be, in order of priority:

1. **Safety**. The safety of principal is the foremost objective of MPS's investment program. MPS's investments shall be undertaken in a manner that shall preserve MPS's capital.

2. **Liquidity**. MPS's secondary objective shall be to meet its liquidity needs. The investment portfolio shall maintain sufficient liquidity to enable MPS to meet necessary cash flow and operating requirements which might be reasonably anticipated.

3. **Yield**. The investment portfolio shall be designed with the objective of attaining a market rate of return over the course of budgetary and economic cycles, taking into account the investment risk, constraints and the cash flow characteristics of the portfolio.

4. **Maintaining the Public's Trust**. The investment officers shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence while conforming to all applicable statutes and regulations governing the investment of public funds.

5. **Mitigating Credit Risk and Market Risk.** Credit risk shall be mitigated by diversifying the fund among issues and issuers so that the failure of any one issue or issuer would not result in a significant loss of income or principal to participants. Because longer-term securities generally have greater market risk than shorter-term securities, market risk will be mitigated by establishing a maximum weighted average maturity or duration for the portfolio. Occasional market losses on individual securities are inevitable with active portfolio management and must be considered within the context of the overall investment return.

Scope: It is recommended that MPS mirror the intent of California Education Code Section 41015, and invest all or part of funds deposited in a Special Reserve Fund, or any surplus monies not required for the immediate necessities of MPS in any of the investments specified in California Government Code Sections 16430 or 53601. Special Reserve Funds are hereby defined as those funds, which the Board has designated for capital outlay, or other purposes, where an accumulation over a period of fiscal years is desired.

MPS shall make investments following the guidelines of the Uniform Prudent Investor Act. (Probate Code Section 16045, *et seq*.)

This Policy covers all funds and investment activities under the direct authority of MPS. The proceeds obtained from the issuance of bonds shall be invested in accordance with the applicable bond documents. If the bond documents are silent as to the investment of the proceeds, the bond proceeds will be invested in the securities permitted by this Policy.

COMPLIANCE WITH STATE AND FEDERAL SECURITIES LAWS

MPS will take reasonable steps to ensure that any debt offering issued by MPS complies fully with all applicable state and federal securities laws. In connection with all debt offerings issued by MPS, MPS will retain bond counsel and disclosure counsel to review the offering materials prepared in connection with the debt offering to ensure that disclosures contained in offering materials comply with federal and state securities laws. MPS has implemented procedures to ensure MPS maintains compliance with continuing disclosure requirements. The Chief Executive Officer shall be responsible for reviewing the offering materials regarding the accuracy of information disclosed in such materials.

CHANGES TO INVESTMENT POLICY

This Policy will be reviewed, as needed, to ensure its consistency with the objectives of income, growth and safety, and changes in applicable laws and financial trends. Any proposed amendments to the Investment Policy will require approval by the MPS Board of Directors. This Policy and modifications to it must be approved by the Board of Directors at a public meeting.

COMPLIANCE WITH INVESTMENT POLICY

All outside investment advisors/managers, attorneys and other financial professionals employed or retained by MPS and/or its representatives, including without limitation financial advisors, underwriters, bond counsel, and disclosure counsel, must review this policy and confirm that they have reviewed this Investment Policy and will fully comply with these policies.

Responsibilities:

DELEGATION OF AUTHORITY

Management responsibility for the investment program is hereby delegated by the Board of Directors to the CEO and the Oversight Committee, as deemed appropriate or necessary, who shall thereafter assume full responsibility for those transactions until the delegation of authority is revoked. The Board of Directors may review and renew the delegation of authority each year. The CEO may delegate the day-to-day operations of investing to his/her designee(s) but not the responsibility for the overall investment program. The CEO and/or his/her designee(s) shall make all investment decisions and transactions in strict accordance with state law and with this Policy.

If authorized by the Board of Directors, the CEO and Oversight Committee may utilize an external investment advisor to assist with investment decision-making and trade execution authority. The investment advisor shall be under the

supervision of the approved Oversight Committee and shall follow this Policy and such other written instructions as are provided.

The CEO, his/her designee(s) and/or Oversight Committee, acting in accordance with written procedures and policies and exercising due diligence, shall be relieved of personal liability for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

The Board of Directors shall ensure that its fiduciary responsibilities concerning the proper management of MPS' funds are fulfilled through appropriate investment structure, internal and external management, consistent with all policies and procedures. Based on the advice and recommendations of the CEO and Oversight Committee.

The CEO and Oversight Committee are not held liable for less than desirable outcomes, rather, they are responsible only for adherence to procedure and processes. The CEO and Oversight Committee is responsible for the development, recommendations, implementation and maintenance of all investment policies.

Procedure:

INTERNAL CONTROLS

The CEO and Oversight Committee shall establish a system of written internal controls to regulate MPS's investment activities, including the activities of any subordinate officials acting on behalf of MPS. Procedures should include references to individuals authorized to execute transactions or transfers, safeguard agreements, (including repurchase agreements, wire transfer agreements, collateral/depository agreements), and banking services contracts, as appropriate. As part of the annual audit, MPS's external auditor will perform a review of investment transactions to verify compliance with policies and procedures. The Oversight Committee will sign off on internal control procedures as appropriate.

The controls shall be designed to prevent loss of public funds due to fraud, employee error, and misrepresentation by third parties, unanticipated market changes or imprudent actions by employees of the Charter School. The Charter School shall seek to maintain a debt burden factor of 1 - 2% of the Charter School's unrestricted general fund revenues.

AUTHORTIZED FINANCIAL INSTITUTIONS AND DEALERS

It shall be MPS' policy to purchase securities only from authorized institutions and firms. The CEO and Oversight Committee shall maintain a list of authorized broker/dealers and financial institutions that are approved for investment purposes. MPS shall use at least one authorized broker/dealer to advise MPS on investments.

No deposit of public funds shall be made except in a qualified public depository as established by state laws. If an external investment advisor is authorized to conduct investment transactions on behalf of MPS, the investment advisor may use its own list of approved broker/dealers and financial institutions for investment purposes consistent with MPS' policies and existing laws.

For broker/dealers of government securities and other investments, MPS shall select only broker/dealers who are licensed and in good standing with the California Department of Securities, the Securities and Exchange Commission, the Financial Industry Regulatory Authority and/or other applicable self-regulatory organizations. Any permitted investment shall be purchased either from a "primary" or regional broker/dealer qualifying under SEC Rule 15c3-1 (uniform net capital rule) or a "well capitalized" financial institution, as defined in Title 12 of the Code of Federal Regulations ("CFR") Part 6.4.

Before engaging in investment transactions with a broker/dealer, the CEO and Oversight Committee shall have received from said firm a signed Certification Form. This form shall attest that the individual responsible for MPS's account has reviewed MPS's Investment Policy and that the firm understands the policy and intends to present investment recommendations and transactions to MPS that are appropriate under the terms and conditions of this Investment Policy. Any broker, brokerage, dealer or securities firm that has made a contribution to the Charter School, any member of the Board of Directors, or any candidate for those offices is ineligible for selection by the Charter School.

AUTHORIZED AND SUITABLE INVESTMENTS

In making any decision relative to the investment of funds, each of the following factors must be considered, and properly documented:

1. General economic conditions,
2. Expected tax consequences, if any, of investment decisions or strategies,
3. Expected total return from the income and appreciation of investments,
4. Other resources of the organization,
5. The needs of the organization and the fund to make distributions and preserve capital.

INVESTMENT TYPE DESCRIPTIONS

Investments not specifically listed below are prohibited. Consistent with the requirements of law and this Investment Policy, the Charter School may place orders for the execution of transactions with or through such broker/dealers, banks or counterparties as may be selected from time to time. All securities must be U.S. dollar denominated. To the extent consistent with the objectives stated above, the investment restrictions outlined below, and the investment limitations specified herein, the Charter School may invest in the following areas.

State and Local Agencies. Registered treasury notes or bonds of this or any of the other forty- nine United States, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by a state or by a department, Board of Directors, agency, or authority of this state or any of the other forty-nine United States.

Bonds, notes, warrants, or other evidences of indebtedness of any local agency within this state (including MPS), including bonds payable solely out of the revenues from a revenue- producing property owned, controlled, or operated by the local agency, or by a department, Board of Directors, agency, or authority of the local agency.

United States Treasury Issues. United States Treasury notes, bonds, bills, or certificates of indebtedness, or those for which the faith and credit of the United States are pledged for the payment of principal and interest.

U.S. Agencies (Federal Agency Obligations). Federal Agency or United States government- sponsored enterprise obligations, participations, or other instruments, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government- sponsored enterprises.

Supranationals. Supranational organizations are international financial institutions that are generally established by agreements among nations, with member nations contributing capital and participating in management. Supranational bonds finance economic and infrastructure development and support environmental protection, poverty reduction, and renewable energy around the globe. MPS may purchase the United States dollar denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development, International Finance Corporation, or Inter- American Development Bank.

Bankers' Acceptances. Bankers' acceptances otherwise known as bills of exchange or time drafts that are drawn on and accepted by a commercial bank. Purchases of bankers' acceptances may not exceed 180 days maturity. Eligible bankers' acceptances are restricted to issuing financial institutions with short-term debt rating of at least "A-1," or its equivalent, by a nationally recognized statistical rating organization (NRSRO) or a long-term rating of not less than "A" from a NRSRO.

Commercial Paper. Commercial paper rated the highest ranking or of the highest letter and number rating as provided for by a NRSRO. Eligible commercial paper shall be of 'prime' quality of the highest ranking. The commercial paper shall not exceed 270 days maturity. The entity that issues the commercial paper shall meet all of the following conditions in either paragraph (a) or paragraph (b):

a) Has total assets in excess of five hundred million dollars ($500,000,000), is organized and operating within the United States as a general corporation, and has debt other than commercial paper, if any, that is rated "A" or higher by a NRSRO.
b) Is organized in the United States as a special purpose corporation, trust, or limited liability company, has program-wide credit enhancements including, but not limited to overcollateralization, letters of credit or a surety bond, has commercial paper that is rated "A-1" or higher, or the equivalent, by a NRSRO.

Split ratings (i.e. A2/P1) are not allowed.

Placement Service Deposit. Deposits placed through a deposit placement service shall meet the requirements under Government Code Section 53601.8. The full amount of the principal and the interest that may be accrued during the maximum term of each deposit shall at all times be insured by federal deposit insurance.

Negotiable Certificates of Deposit. Negotiable certificates of deposit (NCDs) issued by a nationally or state-chartered bank, a savings association or a federal association, a state or federal credit union, or by a federally licensed or state-licensed branch of a foreign bank. Purchases are limited to institutions which have long-term debt rated at least in the "A" category, or its equivalent, by a NRSRO, and/or have short-term debt rated at least "A-1," or its equivalent, by a NRSRO. NCDs may not exceed 5 years in maturity. In combination with

placement service CDs, a maximum of 30 percent of the portfolio may be invested in this category. The amount invested in NCDs with any one financial institution in combination with any other securities from that financial institution shall not exceed ten percent of the portfolio. Quarterly, the Charter School will monitor custodial credit risk and report the outcome to the Board of Directors. All deposits are to be in FDIC insured institutions and will be reviewed as to the nature and extent of its present compliance with regulations, federal regulatory requirements, profitability/loss trend, liquidity and capital ratios.

Repurchase Agreements. Investments in repurchase agreements for the purpose of this Investment Policy Statement (as defined by section 53601(j) of the California Government Code) means a purchase of securities by the Charter School pursuant to an agreement by which the seller will repurchase the securities on or before a specified date and for a specified amount and will deliver the underlying securities to the Charter School by book entry, physical delivery, or by third party custodial agreement. Repurchase agreements are to be used as short-term investments not to exceed one year. The following collateral restrictions will be observed: Only United States Treasury securities or Federal Agency securities will be acceptable collateral. All securities underlying repurchase agreements must be delivered to MPS's custodian bank or be handled under a properly executed tri-party repurchase agreement. The total market value of all collateral for each repurchase agreement must equal or exceed 102% of the total dollar value of the money invested by MPS for the term of the investment.

Repurchase agreements are required to be collateralized by securities or cash authorized under California Government Code Section 53601(j)(2). Collateral will be held by an independent third party with whom the Charter School has a current custodial agreement. A clearly marked evidence of ownership (safekeeping/custody receipt) must be supplied to the Charter School and retained. The Charter School retains the right to substitute or grant substitutions of collateral. Investments in repurchase agreements may be collateralized by any securities authorized within this section. Agreements are subject to California Government Code Section 53601 and must comply with the delivery requirements and the maturity provision from Section 53601.

Medium-Term Notes. Medium-term notes defined as all corporate and depository institution debt securities with a maximum remaining maturity of five years or less, issued by corporations organized and operating within the United States or by depository institutions licensed by the United States or any state and operating within the United States. Purchases are limited to securities rated at least in the "A" category, or its equivalent, by a NRSRO.

Money Market Funds. Shares of beneficial interest issued by diversified management companies that are money market funds registered with the Securities and Exchange Commission that invests solely in U.S. Treasuries and Federal Agency obligations and repurchase agreements relating to such obligations

Mutual Funds. Shares of beneficial interest issued by diversified management companies that invest solely in securities and obligations authorized by this policy. The company shall have met either of the following criteria: (A) Attained the highest ranking or the highest letter and numerical rating provided by not less than two NRSROs, (B) Retained an investment adviser registered or exempt from registration with the Securities and Exchange Commission with not less than 5 years of experience managing money market mutual funds with assets under management in excess of five hundred million dollars

($500,000,000).

Local Government Investment Pools Joint Powers Authority (LGIP JPA.) Shares of beneficial interest issued by a joint powers authority organized pursuant to Government Code Section 6509.7. To be eligible for purchase, the pool must meet the requirements of California Government Code Section 53601(p), the pool must seek to maintain a stable Net Asset Value ("NAV"), and the pool must be rated at least "AAA," or its equivalent, by a NRSRO.

Mortgage- and Asset-Backed Securities. Any mortgage pass-through security, collateralized mortgage obligation, mortgage-backed or other pay-through bond, equipment lease-backed certificate, consumer receivable pass-through certificate, or consumer receivable-backed bond of a maximum of five years' maturity. Securities eligible for investment under this subdivision shall be issued by an issuer having at least an "A" rating, or its equivalent, for the issuer's debt as provided by a NRSRO and rated at least "AA", or its equivalent, by a NRSRO.

SAFEKEEPING AND CUSTODY

All deliverable security transactions entered into by MPS shall be conducted on a delivery- versus-payment (DVP) basis. To protect against potential losses by collapse of individual securities dealers, and to enhance access to securities, interest payments and maturity proceeds, all securities owned by MPS shall be held in safekeeping by a third party bank trust department, acting as agent for MPS under the terms of a custody agreement executed by the bank and by MPS. The only exception to the foregoing shall be depository accounts and securities purchases made with: (i) LAIF and government investment pools and, (ii) money market funds, since the purchased investments are not deliverable. Evidence of each these investments will be held by MPS.

MAXIMUM MATURITIES

The CEO and Oversight Committee shall maintain a system to monitor and forecast revenues and expenditures so that funds can be invested to the fullest extent possible. Maturities of investments will be selected to provide necessary liquidity, manage interest rate risk, and optimize earnings. Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds.

The maximum maturity of individual investments shall not exceed the limits set forth in the Authorized and Suitable Investments section. If the section does not specify a maturity limit, no investment shall have a remaining maturity in excess of five years from the date of purchase unless MPS has granted its express authority to make that investment either specifically or as a part of an investment program no less than three months prior to the investment.

INVESTMENT RESTRICTIONS

Credit Ratings
Credit ratings will be applied at the time of purchase of a security. A subsequent downgrade in a security's credit rating will not constitute a violation of the Investment Policy. Securities which are downgraded below the minimum acceptable rating levels must be reviewed for possible sale within a reasonable amount of time.

U.S. Government obligations are exempt from the credit rating requirements listed below.

The credit ratings referred to below must be assigned by one of the following NRSROs: Standard & Poor's Corporation ("S&P"), Moody's Investors Service, Inc. ("Moody's"), and Fitch Ratings ("Fitch").

a) Short-term debt ratings – (two of the following and not less than the following) "A-1" or "SP-1" (S&P); "P-1" or "MIG 1/VMIG 1 (Moody's); or "F1" (Fitch) Ratings.

Split ratings are not allowed, i.e. A-1/P-1/F2 or similar. An issuer of short-term debt must have no less than an "A" rating on long-term debt.

b) Long-term debt ratings – Investments purchased with remaining maturities of 397 days or less- shall be rated by at least two NRSROs and have obtained no less than an "A" rating by any.

Investments purchased with remaining maturities longer than 397 days– shall be rated by at least two NRSROs and have obtained no less than an "AA" rating by any. If an issuer of long-term debt has a short-term rating, then it may not be less than A-1/SP-1 or P-1/MIG1 or F1.

c) Repurchase Agreement counterparties shall have a minimum short-term rating, or counterparty rating, of no less than A-1 or equivalent by two NRSROs and have capital of not less than $500 million.

d) Any issuer that has been placed on "Credit Watch-Negative" by a NRSRO will be removed from our approved list unless the following criteria are met: The issuer has (a) an A-1+ or F1+ short-term rating; or (b) at least an AA or Aa2 long-term rating.

DIVERSIFICATION AND MATURITY RESTRICTIONS

It is the policy of the Charter School to diversify its funds. Investments are diversified to minimize the risk of loss resulting in over concentration of assets in a specific maturity, specific issuer, or a specific class of securities. Diversification strategies shall be established by the Charter School and periodically reviewed.

1. Authorized Investments

The following diversification limits will be applied at the time of purchase of a security.

Type of Investment	**Cal. Gov. Code % of Funds Permitted**	**Cal Gov. Code Maximum Final Maturity**
U.S. Treasury Securities	100%	5 Years
U.S. Government Agency Securities	100%	5 Years
Municipal Debt	100%	5 Years
Medium-Term Notes	30%	5 Years

Bankers Acceptances	40%, 30% of a single issuer	180 Days
Commercial Paper	40%, 10% of a single issuer	270 Days
Negotiable Certificates of Deposits	30%	5 Years
Repurchase Agreements	100%	1 Year
Mutual Funds	20%, 10% in a single fund	N/A
Investment Pools	100%	N/A

2. Maturity

The maximum maturity of any investment purchased will be five years with the exception of investments authorized by the Board of Directors to be invested in longer than five year maturities. For purposes of calculating final maturity, the earlier of final maturity date or mandatory put or tender option date will be used.

PROHIBITED TRANSACTIONS

At the time of purchase, all permitted investments shall conform in all respects with this Investment Policy, as may be amended from time to time. No investment prohibited by California Government Code shall be permitted herein.

Any investment transactions, credit risk criterion, percentage limitations or market valuation that are not in compliance with this Investment Policy and cannot be corrected without penalty at time of purchase must be documented and approved by the Charter School in writing as soon as possible. Thereafter, action shall be taken by the Charter School to correct such matter as soon as practical. If a percentage restriction is adhered to at the time of purchase, a later increase or decrease in percentage resulting from a change in values or assets will not constitute a violation of that restriction.

The following transactions are prohibited:

a) Borrowing for investment purposes ("Leverage").

b) Reverse Repurchase Agreements, as defined by California Government Code Section 53601(j)(3) and (j)(4) or otherwise.

c) Structured Notes (e.g. inverse floaters, leveraged floaters, structured certificates of deposit, equity-linked securities, event-linked securities). This includes all floating- rate, adjustable-rate or variable-rate securities in which a change in interest rates or other variables that can reasonably be foreseen to occur during their term would result in their market value not returning to par at the time of each interest rate adjustment.

Simple "floating rate notes," whose periodic coupon adjustment is based on a short- term (one-year or less) rate index (such as Treasury bills, federal funds, prime rate or LIBOR) and which have a reasonable expectation of maintaining a value of par at each interest rate adjustment through final maturity, are exempt from this definition. Additionally, U.S. Treasury and Agency zero coupon bonds, U.S. Treasury and Agency strips, Resolution Funding Corporation ("REFCORP") strips or other callable securities which otherwise meet the quality, maturity and percent limitations assigned to their respective security category, are exempt from

this section.

d) Structured Investment Vehicles ("SIV").

e) Derivatives (e.g. options, futures, swaps, swap options, spreads, straddles, caps, floors, collars) shall be prohibited.

ETHICS AND CONFLICT OF INTEREST

The Charter School and all persons involved in the investment process shall refrain from personal business activity which could create a conflict with proper execution of the investment program, or which could impair the ability to execute impartial investment decisions. The Charter School and all treasury and investment personnel shall disclose to the Board of Directors any material financial interests in financial institutions, broker dealers and vendors ("outside entities") and shall disclose any material financial investment positions in such outside entities.

PERFORMANCE STANDARDS

The investment portfolio shall be designed with the objective of obtaining a market rate of return throughout budgetary and economic cycles, commensurate with the investment risk constraints and the cash flow needs, but focusing on preservation of capital and then liquidity as the most important objectives, with yield as the least important objective.

The Charter School's investment strategy is to actively manage the portfolios to create less risk than a benchmark comparable index and to use economies of scale to invest and administer the program at a reasonable cost. Given this strategy, the basis used by the Charter School to determine whether market yields are being achieved shall be the indices most comparable to the fund, such as money rate data published in Barron's, The Wall Street Journal, Bloomberg, etc. or other bond fund indices. The standards enumerated herein do not constitute a guarantee of the fund's performance.

Revision History:

Revision	Date	Description of changes	Requested By
	3/09/17	Initial Release	
	6/14/17	Legal review and revision	

SOP # REV101 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **REV101 SALES RECEIPT PROCESSING**

Policy: To ensure the most accurate process for billing for services, sales receipts will be properly evaluated and approved prior to entry into the accounting system.

Purpose: This procedure outlines the activities and responsibilities involved in verifying the acceptability of all sales receipts.

Scope: These procedures are to be followed for all sales receipts.

Responsibilities:

Back-office provider approves sales receipt documentation.

Procedure:

1.0 DOCUMENT VERIFICATION

1.1 Sales Receipts are often used for Parenting Fees and other similar fees. Verify that all of the correct documents have been used and are present to support the sales receipt transaction. The following documents are required to complete the Sales Receipt transaction:

- Document identifying what the money collected is for
- Approval or authorized signature for the course
- Customer, parent, or other correspondence or support documentation, etc
- Complete the Back-office provider Deposit Log

1.2 Verify that all required information is available to complete the sales receipt.

1.3 Review the customer's Accounts Receivable aging and determine that the customer is current with their payments and that the new sales receipt will not affect their balance.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

SOP # REV102 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **REV102 INVOICING, ACCOUNTS RECEIVABLE, RECEIVABLE ACCRUALS**

Policy: The Finance Department is responsible for the timely preparation and distribution of invoices to optimize cash flow and customer payments. The Finance Department with the support of Back-office provider will also maintain accurate records over Accounts Receivables and Accruals and abide by proper internal controls.

Purpose: To explain the methods for the preparation of invoices, accounts receivable, and receivable accruals records processing.

Scope: This procedure applies to all revenue earned and services provided by the company.

Procedure:

1.0 SALES RECEIPT REVIEW

1.1 A formal invoice is not always applicable such as when service fees are collected for items such as Parenting.

1.2 The SALES RECEIPT should contain all pertinent billing information as part of the company's sales receipt procedure. However, as part of proper internal control, Billing will verify the information contained on the customer's sales receipt documentation.

As part of this review process, the propriety and accuracy of contact information, prices, description of services, extensions and footings will be determined.

2.0 INVOICE PREPARATION AND POSTING

2.1 The next sequentially numbered Invoice (see example REV102 Ex1 INVOICE) will be prepared from the information from the Federal, State, or Local Grant or Contract Language including all reimbursable costs and will include the invoice date, service item, description of services or billing information, quantity, rate, class or program code, price and extended amounts and the customer's billing addresses.

2.2 Post the invoice by saving the transaction.

3.0 DISTRIBUTION

3.1 Send one copy of the invoice to the customer and retain a second copy of the invoice in the customer file.

4.0 ACCOUNTS RECEIVABLE

4.1 Accounts Receivable will receive and process payments from customers in accordance with the CASH RECEIPTS procedure.

4.2 On a monthly basis, Accounts Receivable will generate an aged trial balance of customers' accounts with individual invoice information and days outstanding and will forward to Finance Manager and Chief Financial Officer for their follow up on any aged invoices.

4.3 Accounts Receivable will generate monthly statements of outstanding customers' accounts and issue them to customers no later than 10 days after each month end.

4.4 Accounts Receivable will issue Credit Memos to customers upon receipt of approved changes in the terms.

5.0 RECEIVABLE ACCRUALS

5.1 Monthly receivable accruals are at the discretion of the Chief Financial Officer and the Finance Manager when those amounts are reasonably known and quantifiable. Fiscal year end receivable accruals are required to be quantified and recorded no later than August 15th.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back office service provider	Oswaldo Diaz , CFO

REV102 Ex1 INVOICE

INVOICE NO. _____

CUSTOMER:

Item	Description	Qty	Rate	Class	Amount

Total

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REV102 Ex 2 ACCOUNTS RECEIVABLE WRITE-OFF AUTHORIZATION

Customer: Date:

Invoice No's: **Amount of Write-Off**

TOTAL $

JUSTIFICATION

Summary of Collection Actions To Date:
(Include brief description of collection actions taken by accounting, other Company departments and outside collection agency or legal, if applicable)

Approvals:

Credit Manager:_____ Date:_____

Controller:_____ Date:_____

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SOP # REV103 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **REV103 PROJECT(Grant/Contract) REVENUE: PROGRESS BILLING**

Policy: Progress billings will be made to clients on a timely basis throughout the life of the project. Projects are typically considered Federal, State, and Local Grant contracts. These billings will be accurate and easily understood by both parties involved.

Purpose: The purpose for creating progress billings is to obtain payment for the portion of labor and materials, i.e. “reimbursed costs” used up to a certain point in time and before the project is fully completed. This improves the cash flow typical of long-term projects or assignments. This procedure applies to all Federal, State, and Local Grants and Contracts, Service agreements or Projects provided by the Organization.

Scope: This procedure applies to all service agreements or projects provided by the Organization.

Responsibilities:

The Finance Department is responsible for the confirmation of all final program amounts and is responsible for knowing the correct procedures to be followed for each contract.

Procedure:

1.0 CONTRACT TYPES

1.1 Reimbursement for Services. Progress billing for Reimbursement for Services contracts requires Finance teams to be up to date and monitor the services being provided according to the terms of each contract. The Finance team will enter into the reimbursement request the allowable costs that may be billed according to the contract. From time to time and at the end of the contract, the Chief Financial Officer reviews the billings of the contract and ensures that all available opportunities to recover reimbursable costs have been considered.

1.2 Set Contracts. Set contracts such as with the individual charter schools involve reimbursement for costs such as building rental and an allowance for the amount of apportionment attendance earned. Although the contract is set by terms of the contract, since student attendance can vary, the invoicing for these types of contracts is the same amount throughout the fiscal year and reconciled at the end of the year to account for the final attendance counts.

2.0 BREAKDOWN OF CONTRACT AMOUNT

2.1 The Finance Department with the support of Back-office provider is responsible for the final reconciliation of all grant and other contracts at the end of the year by reviewing final billings prepared by the Finance team and/or the School Principal. Normally, the contractual agreement will specify the procedures for payment and may also specify the form of the breakdown of contract amount that is required. Care should be taken to be sure that all costs, services, and fees are fully billed and accounted for in each contract.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider provider and revision of responsibilities.	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

SOP # REV104 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **REV104 ACCOUNT COLLECTIONS**

Policy: All open accounts receivable with late or delinquent payment activity will be handled in a timely and effective manner to ensure maximum collections and an optimum accounts receivable turnover ratio.

Purpose: To provide the actions and methods for processing late or delinquent payments.

Scope: This procedure applies to the Accounts Receivable Department involved with collection of past due accounts receivable. The Finance team and the Chief Financial Officer may be involved in reference special arrangements.

Responsibilities:

The Finance team reviews all records for a customer to determine a possible explanation for non-payment prior to commencing the collection process.

Definition: Bad Debt consists of unpaid accounts receivable invoices that are considered to be uncollectible.

Debt collector is any person who regularly collects debts owed to others. This includes attorneys who collect debts on a regular basis.

Procedure:

1.0 COLLECTION PROCESS

1.1 No matter how careful customers are screened prior to credit approval, slow pay or delinquent accounts will occur from time to time. Once an account becomes past due by even a few days, the collection process should commence immediately. Studies have shown that the sooner the collection process starts then the more likely that the debt will be collected.

1.2 Prior to commencing the collection process, the following should be reviewed by the assigned Finance team:

- Verify that after the Invoice was immediately sent out for all billings to the customer and sent to the correct billing address.
- Make certain that the Organization has not received the customer's payment or applied it to the wrong account. These seem obvious, but it can avoid an uncomfortable situation in wrongly accusing the customer of delinquent payments.

- Review the customer's past payment activity. Determine if they are chronically late and what their response has been to any other overdue notices to determine payment patterns or trends.

1.3 Upon review of the above, the Accounts Receivable Representative should then proceed with the collection process by completing an REV104 Ex1 ACCOUNT COLLECTION CONTROL Form. This form will assist in planning and tracking the collection effort. Depending on the amount and the customer situation, the representative can choose to follow-up with collection letters, telephone calls or both.

Record all actions taken (late payment notice, telephone call, etc.) with a date on an ACCOUNT COLLECTION CONTROL Form filed in the customer folder. All customer agreements and explanations should be noted. If payment has not reached the Organization by the expected date, immediate follow-up action should be taken with another collection call or letter. The longer an overdue account is ignored, the longer the customer will ignore it, too.

1.4 Telephone communication will often speed up the collection process. Credit representatives, when speaking with a delinquent account, should observe a few tips or principles.

- Identify yourself and the Organization and state the reason for calling. Be direct and use a controlled, confident voice. Concentrate on listening to the customer and don't rush through the call.
- Get the Facts - The most powerful tool is knowledge. During the phone conversation, try to gain as much insight into the situation as possible. Remember, the goals and objectives are to:

  Collect the money!

  Identify reasons for non-payment

  Settle on an agreement for clearing the debt, including special payment plans and exact dates when a check will be sent.
- Never argue, accuse or be condescending - Verbally fighting or talking down to the customer will only serve to produce negative feelings and may hamper the collection effort. The ultimate purpose is to secure payment, and this is best accomplished without becoming defensive or irritated.
- There are several common objections, complaints and excuses used to elude payment. Study the following examples to learn the most effective responses to the most frequently used ploys.

  "**I didn't get the invoice**." - Respond by verifying the debtor's name and address, and then review the account information with them.

  "**The check is in the mail**." - Extend your thanks, then ask for a check number, amount, date posted and address to which it was mailed.

"**Your payment is being processed**." - Ask when the payment will be ready for the mail. Determine the process that the payment undergoes after it leaves your contact's desk.

"**I need proof of delivery**." - Give the customer the name of the person who signed the delivery slip.

"**The computer is down**." - When do you expect it to be up? Can we get a manual payment?

"**I'll pay you when we get paid**." - Respond calmly, but make a direct request for payment, such as When can I expect payment?"

"**I have no money**" - Create a payment plan. Be flexible and consider alternatives offered by the customer. Work toward making the plan acceptable to both of you.

1.5 Many people find it difficult to confront customers regarding delinquent payments. Just keep in mind that it is the customer, who should feel uncomfortable in this situation.

1.6 If customers stop paying, their phone has been disconnected, and you cannot find them, consider using these resources to locate these debtors and their assets:

- City directories
- Post office (for a forwarding address)
- A customer’s employer
- Department of motor vehicle license and registration records
- "In case of emergency" contact, references or closest relatives listed on a credit application
- Old files and correspondence
- The Internet (i.e. http://www.isleuth.com/peop.html)
- Skip-tracing services or private investigator
- Credit bureau reports
- Neighbors
- Directory assistance

2.0 SERIOUSLY DELINQUENT OR UNRESPONSIVE ACCOUNTS

2.1 When an account becomes more than 60 days past due, the immediate target of securing prompt payment should take on a greater sense of urgency. The Finance Manager should review the account with Accounts Receivable to determine if the customer's business is valued.

If their business is valued, the following strategies may be used to collect payment:

- Restrict any further credit until the past due amount is paid in full.
- Withhold services already entered into. The harsh reality of having a MERF customer have to move from a MERF location or find a new provider often can spur a delinquent account into action.

2.2 If all other avenues for collection of the account have been exhausted, the Finance Manager, after consulting with the Chief Financial Officer, may want to consider and authorize the use of an outside collection agency.

2.3 All uncollectible accounts will be reviewed by the Finance Manager for disposition.

3.0 WORKING WITH COLLECTION AGENCIES

3.1 Collect all material records for the debt in question and send them to the collection agency. The agency will require a copy of the invoice, proof of delivery, and/or any other correspondence that may help them collect the debt.

3.2 Record the date the debt was sent to collections in the accounts receivable file.

3.3 If payments are received after the debt has been sent to collections, then notify the collection agency immediately in order to stop any further collection efforts. The agency will take their fee for any debt that has been collected once it has been registered by the agency.

3.4 If all other avenues for collection of the account have been exhausted, the Organization should consider further legal action.

4.1 WRITING OFF UNCOLLECTED DEBT

4.2 Write-off any debts remaining uncollected or that are returned from the collection agency and record as a bad debt expense and deduct from accounts receivable.

4.3 If any payments are received after being written-off from accounts receivable, then receive them in as income in the period received.

4.4 If bad debt is a recurring problem then consider setting up a reserve account or allowance for bad debt at the beginning of the year.

References:

A. FAIR DEBT COLLECTION PRACTICES ACT (FDCP)

The FDCP requires that debt collectors treat consumers fairly and prohibits certain methods of debt collection. Personal, family, and household debts are covered under the Act. This includes money owed for the purchase of an automobile, for medical care, or for charge accounts. Business debt is not included.

Debt collectors may not 1) harass, oppress, or abuse the debtor or any third parties they contact. 2) Use any false or misleading statements when collecting a debt. For example, debt collectors may not:

- Use threats of violence or harm;
- Publish a list of consumers who refuse to pay their debts (except to a credit bureau);
- Use obscene or profane language; or
- Repeatedly use the telephone to annoy someone.
- Falsely imply that they are attorneys or government representatives;
- Falsely imply that the debtor may have committed a crime;
- Falsely represent that they operate or work for a credit bureau;
- Misrepresent the amount of the debtor's debt;
- Indicate that papers being sent to the debtor are legal forms when they are not
- Indicate that papers being sent to the debtor are not legal forms when they are.
- Give false credit information about the debtor to anyone, including a credit bureau;
- Send the debtor anything that looks like an official document from a court or government agency when it is not.
- Use a false name.
- Collect any amount greater than the debtor's debt, unless the debtor's state law permits such a charge;
- Deposit a post-dated check prematurely;
- Use deception to make the debtor accept collect calls or pay for telegrams;
- Take or threaten to take the debtor's property unless this can be done legally.
- Contact the debtor by postcard.
- Say the debtor will be arrested if they do not pay the debt;
- Say they will seize, garnish, attach, or sell the debtor's property or wages, unless the collection agency or creditor intends to do so, and it is legal to do so.

- Say they will take actions, such as a lawsuit against the debtor, when such action legally may not be taken, or when they do not intend to take such action.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

REV104 Ex1 ACCOUNT COLLECTION CONTROL FORM

Account Name:_____

Taken

Address:_____

Contact(s):_____

Telephone #'s:_____

Payment Terms:_____

Comments:_____

Date Customer Reply or Action

Invoice	Date Due	Amount	Date Paid	Running Total Due

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SOP # REV105 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **REV105 REVENUE RECOGNITION - GRANTS AND CONTRIBUTIONS**

Policy: The Organization receives revenue from several types of transactions. It is the policy of the Organization to separate and recognize revenue from grants and contributions separately in the financial statements of the Organization and to comply with all current Federal and California rules regarding solicitation and collection of charitable contributions.

Purpose: To provide a separate accounting of grant and contribution income.

Scope: This procedure applies to all grant and contribution income.

Responsibilities:

Chief Financial Officer and the Finance Department direct the separate accounting for grant revenue and contributions received.

Back-office provider ensures that grant and contribution revenues are separately tracked within the accounting system.

Definition:

Contribution - An unconditional transfer of cash or other assets to the Organization, or a settlement or cancellation of the Organization's liabilities, in a voluntary nonreciprocal transfer by another entity acting other than as an owner.

Condition - A donor-imposed stipulation that specifies a future and uncertain event whose occurrence or failure to occur gives the promisor a right of return of the assets it has transferred to the Organization or releases the promisor from its obligation to transfer its assets.

Restriction - A donor-imposed stipulation that specifies a use for the contributed asset that is more specific than broad limits resulting from the nature of the Organization, the environment in which it operates, and the purposes specified in the Organization's articles of incorporation and bylaws. Restrictions on the Organization's use of an asset may be temporary or permanent.

Nonreciprocal Transfer - A transaction in which an entity incurs a liability or transfers assets to the Organization without directly receiving value from the Organization in exchange.

Promise to Give - A written or oral agreement to contribute cash or other assets to the Organization.

Exchange Transaction - A reciprocal transaction in which the Organization and another entity each receive and sacrifice something of approximately equal value

Procedure:

1.0 GRANT AND CONTRIBUTION REVENUE RECOGNITION

1.1 Grant income – Recognized as income when received, based on incurrence of allowable costs (for cost-reimbursement awards) or based on other terms of the award (for fixed price, unit-of-service, and other types of awards). The types of grant income typically received by the Organization are:

(a) Education payments for MERF Charter services.
(b) Various Federal, State, and Local grants and contracts.
(c) Other types of grant income may be received from time to time.

At year-end, grant income that has been incurred but not yet received are accrued to conform with generally accepted accounting principles.

1.2 Contributions - Recognized as income when received, unless accompanied by restrictions or conditions (see the next section on contribution income).

1.3 CONTRIBUTIONS RECEIVED

A. **Distinguishing Contributions from Exchange Transactions**

The Organization may receive income in the form of contributions, revenue from exchange transactions, and income from activities with characteristics of both contributions and exchange transactions. The Organization shall consider the following criteria, and any other relevant factors, in determining whether income will be accounted for as contribution income, exchange transaction revenue, or both:

1. The Organization's intent in soliciting the asset, as stated in the accompanying materials;

2. The expressed intent of the entity providing resources to the Organization (i.e. does the resource provider state its intent is to support the Organization's programs or that it anticipates specified benefits in exchange?);

3. Whether the method of delivery of the asset is specified by the resource provider (exchange transaction) or is at the discretion of the Organization (contribution);

4. Whether payment received by the Organization is determined by the resource provider (contribution) or is equal to the value of the assets/services provided by the Organization, or the cost of those assets plus a markup (exchange transaction);

5. Whether there are provisions for penalties (due to nonperformance) beyond the amount of payment (exchange transaction) or whether penalties are limited to the delivery of assets already produced and return of unspent funds (contribution); and

6. Whether assets are to be delivered by the Organization to individuals or other than the resource provider (contribution) or whether they are delivered directly to the resource provider or to individuals or the Organization is closely connected to the resource provider.

B. Accounting for Contributions

The Organization shall recognize contribution income in the period in which the Organization receives restricted or unrestricted assets in nonreciprocal transfers, or unconditional promises of future nonreciprocal asset transfers, from donors. Contribution income shall be classified as increases in unrestricted, temporarily restricted, or permanently restricted net assets based on the existence or absence of such restrictions. See REV107 Restricted Funds for more details.

Unconditional promises to give shall be recorded as assets and increases in temporarily restricted net assets (contribution income) of the Organization in the period that the Organization receives evidence that a promise to support the Organization has been made. Unconditional promises to give that are to be collected within one year shall be recorded at their face value, less any reserve for uncollectible promises, as estimated by management. Unconditional promises to give that are collectible over time periods in excess of one year shall be recorded at their discounted net present value. Accretion of discount on such promises to give shall be recorded as contribution income in each period leading up to the due date of the promise to give. The interest rate that shall be used in calculating net present values of unconditional promises to give is the risk-free rate of return available to the Organization at the time the Organization receives a promise from a donor.

When the final time or use restriction associated with a contributed asset has been met, a reclassification between temporarily restricted and unrestricted net assets shall be recorded.

When it receives support in the form of volunteer labor, the Organization shall record contribution income and assets or expenses if one of the following two criteria is met:

1. The contributed service creates or enhances a nonfinancial asset (such as a building or equipment), or

2. The contributed service possesses all three of the following characteristics:

    a. It is the type of service that would typically need to be purchased by the Organization if it had not been contributed,
    b. It requires specialized skills (i.e. formal training in a trade or profession), and
    c. It is provided by an individual possessing those specialized skills.

Contributed services that meet one of the two preceding criteria shall be recorded at the fair market value of the service rendered.

C. Receipts and Disclosures

The Organization and its donors are subject to certain disclosure and reporting requirements imposed under the Internal Revenue Code and its underlying regulations. To comply with those rules, the Organization shall adhere to the following guidelines with respect to contributions received by the Organization.

For any separate contribution received by the Organization, it shall provide a receipt to the donor. The receipt shall be prepared by the School Principal. All receipts prepared by the Organization shall include the following information:

1. The amount of cash received and/or a description (but not an assessment of the value) of any noncash property received;

2. A statement of whether the Organization provided any goods or services to the donor in consideration, in whole or in part, for any of the cash or property received by the Organization from the donor, and

3. If any goods or services were provided to the donor by the Organization, a description and good faith estimate of the value of those goods or services.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Change in responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

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SOP # REV106 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **REV106 GIFTS-IN-KIND**

Policy: MERF may accept contributions of goods or services that can be used to advance the mission of MERF and/or any of its schools or may be converted readily into cash. When accepting a gift-in-kind, the receiver must ask the donor to complete as an example REV106 Ex1 GIFT-IN-KIND FORM. Once the donor has completed the form, the receiver must sign the form and send it immediately to the central office for processing.

Purpose: To ensure that Gift-In-Kind transactions are handled in accordance with IRS guidelines and are properly recorded.

Scope: All Gift-In-Kind transactions.

Responsibilities:

Receiver is responsible for assessing the gift for usefulness to the Organization.

School Principal is responsible for handling donor documentation.

The Financial Analysts are responsible for assessing value of gift and informing Back-office provider so that it can be recorded into the accounting system.

Definition: **Gifts-In-Kind** - Transactions categorized as a voluntary contribution of goods or services that can be used to advance the mission of MERF or can be readily converted to cash and may qualify as a charitable deduction for the person(s) making the gift.

Contributed services cannot be counted as a gift and do not qualify as a charitable tax deduction to the donor. However, a donor of services may be able to deduct expenses incurred while performing said services. In such cases, the donor should be advised to consult with a tax accountant.

Background: The IRS has specific regulations regarding gifts-in-kind. This policy outlines the process an employee of MERF should follow when presented with a gift-in-kind. It limits the liability that may inadvertently be assumed by placing value on gifts or by accepting a gift that does not advance the mission of MERF or cannot be readily converted to cash. It further assures that a donor will receive timely acknowledgement of his/her contribution.

Procedure:

1.0 RECEIPT OF GIFT

1.1 When presented with a potential gift-in-kind, an individual must assess if the gift can be used to advance the mission of MERF or could be readily converted to cash. If there is any question as to whether the contribution meets either of these

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criteria, the individual should contact his/her immediate supervisor or the central office.

1.2 If the gift is accepted, the individual should offer an immediate and sincere expression of gratitude. At that time, the donor should be given a Gift-In-Kind form and be encouraged to complete the form at that time. If the donor is unable or unwilling to complete the form, the receiver may complete the form, write "N/A" as the estimated fair market value, and enter that the form was completed by him/her in the note section in the lower right hand corner.

The individual accepting the gift cannot offer tax advice or dictate the value of the contribution. It is the responsibility of the donor to determine the fair market value of the contribution. **Note:** the value is for MERF internal gift reporting and accounting only; the donor's receipt and/or acknowledgement will not indicate value in any way that could be construed as an endorsement of its value.

1.3 If the item is personal property of the donor and is valued at more than $5,000, the donor must obtain a certified appraisal. The appraisal cannot be dated more than 60 days from the date of the donation. It must be prepared, signed and dated by a qualified appraiser. Federal law requires that the donor pay for the appraisal. (The cost of the appraisal is also tax deductible). This value will be used for gift reporting purposes only.

What constitutes a qualified appraisal:
I. Appraiser must hold himself or herself out to the public as an appraiser and state credentials showing that he or she is qualified to appraise the type of property being valued.
II. Appraiser must value the property no more than 60 days before the date of gift; it can be done after the gift has been accepted by the MERF.
III. Appraiser cannot be (1) the donor, (2) the donee (MERF), (3) any party to the transaction, (4) an appraiser used regularly by (1), (2) or (3), or anyone employed or related to (1),(2), or (3).

The appraisal must contain the following information:
1. A description of the item
2. Its physical condition
3. The date (or expected date) of the contribution
4. Name, address and tax ID number of the appraiser
5. Qualifications of the appraiser including his/her background, experience and education
6. A statement that the appraisal was prepared for income tax purposes
7. Date the item was valued
8. Appraised fair market value of the item
9. Method of valuation (income approach; market data approach; replacement cost minus depreciation approach.)
10. Appraiser must complete Part IV of Section B on form 8283

1.4 The individual accepting the gift will sign and date the Gift-In-Kind form only after the donor has irrevocably turned over the gift-in-kind. Once signed, the

form should be turned over to the School Principal immediately for processing and acknowledgement.

1.5 The School Principal will notify the Finance team of the contribution. The Finance team will then provide necessary information to Back-office provider so that it can be assigned as an asset or income to the appropriate school or to the central office.

2.0 COMPLIANCE

2.1 The IRS allows an individual to deduct the full fair market value of a donated item if it is kept by MERF and used for one of its tax-exempt purposes. If the item is to be converted to cash, then the donor may claim a deduction of the cost value or the fair market value, whichever is less. **It is the sole responsibility of the donor to determine the value of a contributed item; the receiver cannot assign a value to the donated item(s).**

2.2 Upon receipt of a gift-in-kind, MERF will issue an acknowledgement to the donor along with a copy of the Gift-In-Kind form. The acknowledgement will contain only a description of the contribution and will not include a statement as to the value of the contribution. It will further contain a statement as to what, if any, goods or services were given in exchange for the contribution. MERF cannot issue an acknowledgement for contributions that cannot be used or readily converted to cash.

2.3 For gifts with values exceeding $5,000, the donor must complete all parts of IRS form 8283 and submit the form to MERF for signature. The School Principal, the Chief Financial Officer and the Chief Executive Officer are the only individuals authorized to sign 8283 forms.

If MERF has signed an IRS form 8283 and then sells, exchanges or otherwise transfers the gift within two years from the date of gift, the central office must file a donee information return, IRS form 8282, within 125 days of disposing the property. MERF will advise the donor if such a transaction occurs as it may affect the charitable tax deduction for which they qualify.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

REV106 Ex1 GIFT-IN-KIND CONTRIBUTION FORM

Date: _____

Event Name (if appplicable): _____

Donor Information:

Donor Name _____

Contact Person _____

Address _____

City_____State_____Zip _____

Daytime phone_____E-mail Address_____

Gift Description: _____

_____

_____

_____

Estimated fair market value (by donor): $ _____

Special instructions (e.g., item delivery or pick up, restrictions, etc.):

_____

_____

Please return this form to:

Finance Department
Ph
one: (714)892-5066 13950
Milton Ave. Fax:
(714)362-9588
Suite 200B
Westminster, CA 92683

Per IRS regulations, any item you value over $500 requires IRS Form 8283; any item you value over $5,000 requires Form 8283 and a written appraisal.

This form does not serve as a receipt for this contribution, but is intended for our internal record keeping purposes only. A receipt describing the items or merchandise donated will be mailed to the address supplied above. Magnolia Educational & Research Foundation is unable to include the estimated value on the donor receipt. It is the responsibility of the donor to substantiate the fair market value for his/her own tax purposes. The donation of services, although very valuable and much appreciated, is generally not considered tax deductible by the IRS. Please consult with your tax advisor to determine the tax implications of your gift.

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SOP # REV107 Revision: 2 **Prepared by:Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **REV107 RESTRICTED FUNDS**

Policy: To properly record and track funds with restrictions in order to ensure the donor's intended uses are met, assist with cash flow planning purposes, and to stay within compliance with laws relating to use of restricted funds.

Purpose: Generally accepted accounting principles require the Organization to classify funds based on the restrictions provided by the donor. These classifications may be unrestricted, temporarily restricted or permanently restricted. Donor restrictions should be in writing, to ensure proper treatment.

Scope: This procedure applies to funds received that are classified as temporarily or permanently restricted.

Responsibilities:

Back-office provider is responsible for recording restricted donations and releases from restrictions properly in the accounting system. Back-office provider is also responsible for periodic reconciliation of restricted asset totals and monitoring restrictions to determine whether they have been met.

Chief Financial Officer is responsible for monitoring of restrictions and determining whether fulfilling restrictions can be viable for the Organization.

Definition:

Unrestricted Net Assets - net assets whose use is not restricted by donors, even though their use may be limited in other respects, such as by board designation.

Pledges receivable are considered to be temporarily restricted because of an inference that uncollected amounts are intended for future periods.

Temporarily Restricted Net Assets - net assets whose use are limited by donors to either a specified purpose or a later date.

Permanently Restricted Net Assets - net assets whose use are restricted in perpetuity, such as endowments.

Procedure:

1.0 RESTRICTED FUNDS

1.1 At the time revenue is earned by the Organization, the Financial Analysts with the support of Back-office provider will review any related documentation associated with the revenue to determine whether there are any restrictions on the money. Examples

of restrictions are individual donations given with the intent of supporting a particular program or campaign, a grant received to operate a specific program or project, and donations received to hold in perpetuity. This information can be found on the award letter or on the financial instrument itself. If the revenue is determined to contain restrictions, Back-office provider will record in a separate class in the accounting system to keep separate from unrestricted funds.

1.2 **Temporarily Restricted Funds** – These funds will be monitored for satisfaction of donor restrictions on a regular basis. Once stipulations are met, they are reclassed from temporarily restricted funds to unrestricted funds regardless of when the related expenses will occur. This is known as "net assets released from restrictions."

1.3 **Permanently Restricted Funds** – These funds are restricted by the donor for a designated purpose or time restriction that will never expire. The intent is that the principle balance of the contribution will remain as an investment forever, and the Organization will utilize the interest and investment returns, such as with an endowment.

2.0 ACCOUNTING FOR RESTRICTED FUNDS

2.1 In addition to the obligation to its donors, the Organization is bound by law to spend contributed dollars as designated. If a condition on restricted funding has not been fulfilled and the money has been spent, the donor can demand that the funds be returned, pursue legal action, or contact the Office of the Attorney General. It is of the utmost importance that donor restricted funds are handled properly.

2.2 Do not budget to spend money unavailable to Organization. When planning and budgeting, be mindful of any and all of the time and activity restrictions present on restricted funds. Understand how restrictions will impact cash flow and availability of funds.

2.3 Educate staff and board members who are accountable for the Organization's financial decisions so that they fully understand funding restrictions. Know when the restrictions are satisfied and how to release the funds from restriction.

2.4 When analyzing financial reports, pay close attention to unrestricted funds and, unless you are making decisions regarding programming for which the funds have been restricted, avoid basing decisions on restricted funds. Try to focus your attention on the "Unrestricted" amounts. Formatting financial report with columns that delineate unrestricted and restricted funds can be very helpful.

2.5 Most restrictions on funds directly relate to the grant or fundraising request. When researching and applying for grants, be aware of any challenges that potential restrictions could present to the Organization.

2.6 Fundraising letters and appeals can inadvertently place restrictions on donations. Be certain that managers and donors understand the purpose of contributed dollars and understand if restrictions are present. Also, be certain that staff charged with fundraising understand that appeals can lead to restricted gifts.

2.7 Work with staff to understand the true cost of programming. Allocate all direct costs associated with a program. These allocations help to prepare more accurate budgets for grants and fundraising appeals, and better utilize contributions restricted to specific programs to ease the pressure on limited general operating dollars.

Revision History:

Revision	**Date**	**Description of changes**	**Requested By**
0	**2/14/13**	Initial Release	
1	**11/12/15**	Change in responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

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SOP # PUR101 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **PUR101 VENDOR SELECTION**

Policy: To ensure the performance capabilities of all vendors and maintain the internal controls of over the purchasing functions, vendor selection , quality control , and certain procedural requirements.

Purpose: To provide the methods for determining, documenting and, when applicable, inspecting vendors for compliance with Organization policies and contract purchasing requirements.

Purchased products and services should conform to specified requirements. This starts with selection of appropriate suppliers, consultants, and contractors that have the capability and systems to supply products, materials and services to satisfy Organization requirements.
Suppliers and consultants are controlled to the extent necessary based on the effect of the purchased items and services on the quality of the Organization's products and services.

Scope: This procedure applies to all vendors of products, materials, and services that directly affect the quality of the Organization's products and services.

Responsibilities:

The Board of Directors shall have authority to approve all contracts including budgeted and non-budgeted items over $25,000.

Chief Executive Officer shall have authority to approve all contracts up to and including the amount $25,000 for all budgeted and non-budgeted amounts.

School Principal is responsible for initial supplier, contractor, and consultant (Collectively the "Supplier") identification and for collection of business information related to the potential supplier. School Principal shall have the ability to approve purchases up to and including the amount of $5,000.

All MPS Chief Executive Team Members are responsible for approving contracts up to $10,000 that are within the approved budget.

Procedure:

1.0 VENDOR SELECTION

1.1 New vendors are to be evaluated using the following criteria:

- Pricing: competitive pricing is one component of the evaluation and may be out weighed by other factors. Pricing alone will not be a deciding factor unless all else is equal.
- Parts availability and shipping time frame.
- Performance capability (i.e., financial status, sufficient facilities, capability of equipment and employees, professional licenses, years of experience).
- Internal Quality Assurance program: Contractors undergo PEER Review, hold additional licenses, are given preference.
- Reference checks.
- Warranty information if applicable.
- Whether the vendor is debarred from receiving State and/or Federal funds

1.2 Ongoing evaluation of suppliers:

- On-Time Delivery, 100% on time expected (0 days early, 0 days late)
- Quality: (Items (or lots) rejected/Total items (or lots) received) X 100. Ratings less than 95% require corrective action. Exceptions to the 95% Corrective Action requirement may be given where the total quantity of items or lots received is small and at the Controller's discretion.

1.3 Qualified vendors will be maintained on an Approved Vendor List for purchasing. The approved list can be as simple as those vendors that are retained as "active" in the accounting system.

2.0 VENDOR INSPECTIONS

2,1 For critical components that the Organization desires to rely on the quality assurance of the vendor to reduce receiving inspection or testing requirements such as with high end computer parts, an on-sight vendor inspection may be performed and approved.

2.2 The Controller will coordinate with the Purchase Agent to plan, arrange and designate staff for all vendor inspections when considered necessary by the Chief Financial Officer.

3.0 VENDOR FILES

3.1 A vendor file will be prepared and maintained for all vendors on the Approved Vendor List, which will be used for significant or on-going purchasing. The vendor files will be kept alphabetically and should include the following:

- IRS W-9 Taxpayer Identification Certificate (a PDF download is available at: http://www.irs.gov/pub/irs-pdf/fw9.pdf)
- Resale certificates (only required for those that resell their purchases)
- Legal contracts, dealer or marketing agreements, etc.
- Long-term blanket purchase order commitments
- Proof of insurance
- Any other relevant correspondence or documentation

3.2 Form 1099 must be filed at year-end for the proper reporting of income to certain vendors. To determine whether or not one needs to be filed, all non-merchandise vendors should complete an IRS W-9 Request for Taxpayer Identification Number Certificate. A copy can be obtained via the IRS website (www.IRS.gov) or by contacting the local IRS office. The vendor indicates on the form the reporting status. Note: Incorporated vendors do not receive 1099s.

This applies to all contractors for service (repair person, accountant, consultant, etc) who are NOT incorporated, and to all lawyers, regardless of incorporation. It is important to make this determination before engaging the contractor so that all payments can be properly tracked for 1099 reporting purposes at the inception.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**2/16/15**	Segregation of Duties	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

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SOP # PUR102 Revision: 3 **Prepared by: Central Office**

Effective Date: 9/5/17 **Approved by: BOD**

Title: **PUR102 GENERAL PURCHASING**

Policy: All purchases of goods and services shall be consistent with the Board-approved budget. The investment in supplies and capital equipment will be facilitated through the Purchasing Department, maintained at the lowest effective level and supervised consistent with a common set of procedures and controls as required by all regulatory and customer contract requirements.

Purpose: To outline the actions to be taken for 1) the procurement of supplies and capital equipment, 2) the completion of related documents.

Scope: This procedure applies to the purchase of all supplies and capital equipment for all departments within the Organization.

Responsibilities:

All personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals.

Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment.

Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made.

The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider.

Procedure:

1.0 ORDER DETERMINATION AND REQUISITION

1.1 Purchasing should obtain the optimal price for any purchases. All purchases above $5,000 require at least 3 quotes to be obtained. Quotes may be submitted by the requestor, Controller or the Purchase Manager can obtain the 3 quotes. The quotes are entered into Purchasing Software along with evaluation and selection of the best option by the requestor. The Chief Financial Officer reviews the 3 quotes and forwards the recommendations to the Chief Executive Officer for final review and decision.

1.2 For purchases of goods and supplies, a request in the Purchasing Software will be prepared by the originating individual or department. The Purchasing Software request should be completed

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and approved with the following items and any additional supporting documentation:

- Complete description with part or model numbers and link to website if available
- Engineering drawings and specifications
- Type, Class, Grade required
- Quantity required
- Date required
- Requesting department, account code, and allowance/resource code
- Recommended vendor or source if applicable
- Other requirements
- Special shipping requirements
- Special inspection requirements upon receipt

For the following purchases, additional information is required:

- Textbooks – Full ISBN
- Airline tickets - passenger(s) legal name(s), date of birth, gender, departure/arrival airport codes and exact dates
- Vehicle rentals - vehicle type, exact dates and exact pick up/drop off locations

1.3 If the requisition is for subcontracted services:

- A complete description of the service to be performed
- Engineering drawings and specifications if appropriate
- Requirements for qualification of personnel
- Other documents such as insurance forms, etc.
- Quality standards to be applied

1.4 Purchasing/Accounting will analyze terms, vendor, pricing, quantity breaks, etc., and will order accordingly in the Organization's best interest. Purchasing will notify the requester of any material variances prior to placement of the order.

1.5 Reimbursements for purchases made by staff will be processed upon proper authorization through the Purchasing Software.

2.0 ORDER PLACEMENT

2.1 Requestor is responsible for completing a purchase order form for all orders. This can be processed through the Purchasing Software. Purchase orders are exempted for items such as salaries and related costs, utilities, and instate travel, or where a contract exists.

2.2 If there are any requirements for items to be inspected at the supplier's or the Organization's premises by the Organization or our customer, the arrangements and method of product release shall be included in the purchasing information.

2.4 Buyers must review their purchase orders for accuracy. The buyer submits their authorization through the Purchasing Software indicating the review was performed.

2.5 Orders can be placed with the vendor either by telephone, fax, internet or mail. When placing orders by telephone, the vendor contact and date of order should be noted and a confirming copy of the order sent to the vendor. Pre-approval for any purchase is always required.

2.6 Purchasing is responsible for communicating with those receiving the supplies, following-up on shipping, delivery, and expediting and partial shipments of ordered items. Purchasing can either telephone vendors or use a PUR102 Ex1 PURCHASE ORDER FOLLOW-UP form to verify, trace or expedite orders.

3.0 RECORDKEEPING AND MATCHING

3.1 When Purchase Orders are issued, the Purchasing and Accounting copies will be placed in an Open File until the items are received. The Open File should be reviewed on a weekly basis to determine whether any orders need follow up.

3.2 Items will be received in accordance with procedure PUR103 RECEIVING AND INSPECTION. The completed vendor's packing list is kept at the site where the shipment was received.

3.4 For partial shipments, a note will be made in the Purchasing Software to identify the shipment as partially received. The original Purchase Order will be kept in the open file until all items are received.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**2/13/15**	Segregation of duties and limits	Oswaldo Diaz, CFO
2	**11/12/15**	Inclusion of back-office provider service provider processes	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	

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PUR102 Ex1 PURCHASE ORDER FOLLOW-UP

To: Date:_____

Please rush a reply to us by fax or telephone on the information requested below. Thank you.

Our Purchase Order #:_____

From: Dated:_____

Please Respond To Our Request As Indicated Below

_____

_____

_____

☐ Can you ship in accordance with our requested date?_____

_____

_____

☐ Please review attached and confirm accuracy of all information and prices. Acknowledge below. invoice.

☐ These items are not taxable. Our Tax Exempt No. is _____.

☐ Incorrect calculations on invoice noted. See attached and verify. Please revise

_____

_____

_____

_____

Comments or Reply:_____

_____

_____

_____

_____

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SOP # PUR103 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

TITLE: PUR103 RECEIVING AND INSPECTION

Policy: All parts, components, goods and materials will be received in an organized manner and inspected for conformance prior to stocking or use in order to provide an initial quality control inspection. Any items or shipments rejected will be properly quarantined from other inventory items until disposition.

Purpose: This procedure outlines the steps for the receiving and inspection of materials, components, or parts and the disposition of rejected items.

Scope: This procedure applies to the receipt of all purchases.

Responsibilities:

Anyone Performing the Receiving Function are responsible for receiving, inspecting materials, filing receiving documents at site, and marking purchase order as received.

Purchasing is responsible for accepting or rejecting damaged goods. Back-office provider is responsible for payment of invoices.

The Finance Department will review and authorize all rejections.

Procedure:

1.0 RECEIVING

1.1 A "receiver" is any form used to record the specific types and counts of product or materials received. Usually, the receiver is provided by the vendor and is not part of the Organization's system at all.

An example of this would be a detailed packing slip, furnished by the vendor with the shipment. The packing slip should be kept at the school site.

All incoming product or materials are to be counted and reconciled with what was originally purchased. Discrepancies must be recorded.

1.2 All incoming shipments must be examined for apparent package damage. If the shipment has apparent damage, notify Purchasing/Accounting immediately. Purchasing will decide to either accept or reject the shipment from the carrier and/or file a freight claim.

1.3 If the shipment shows no signs of damage or the Purchase Manager or School Site Principal or designee has decided to accept a damaged shipment, count the shipping pieces (i.e., packages, boxes but not the contents; see Inspection below) and confirm with the bill of lading and note any exceptions (i.e., package damage or shortages).

2.0 INSPECTION

2.1 At the receiving holding area, each shipment should be unpacked and all items piece counted and matched to the packing list. If a packing list is not available, complete as an example PUR103 Ex1 RECEIVING AND INSPECTION REPORT.

2.2 The shipment will then be inspected for conformance according to the inspection level required for each part number (see PUR103 Ex3 INVENTORY INSPECTION LEVELS). If multiple part number classes are included in the shipment, each class will be segregated and inspected accordingly.

2.3 Any previously undiscovered damage to individual inventory items should be noted on the inspection report and immediately followed up with the vendor.

3.0 REJECTION, DISCREPANCIES AND DISPOSITION

3.1 Any count discrepancies will be noted on the packing list or as an example PUR103 Ex2 RECEIVING AND INSPECTION REPORT, signed and forwarded to Purchasing. Purchasing will then follow-up with the vendor to resolve the shipping discrepancy.

3.2 If there is a non-conformance discrepancy, the suspect goods will be red-tagged and separated (quarantined) from other parts and immediately placed in a separate holding area for disposition.

3.3 If only partial goods in the shipment are of non-conformance, the accepted goods should be noted on the paperwork and stocked or placed in use per above procedure.

3.4 Complete as an example PUR103 Ex2 RECEIVING AND INSPECTION REPORT for any rejected parts. Accounting will review and authorize all rejections and complete Part II of the report.

3.5 Goods found to be in conformance or suitable for their intended use and accepted by Accounting will have the red tag removed and be returned to the receiving area or location the product is needed for use. Accounting will note on the report the justification for any accepted parts and forward the report along with the packing list to the Purchase Manager.

Goods rejected by Accounting will continue to be quarantined and red tagged until disposed. Purchasing will determine and arrange for the appropriate disposition of rejected items (i.e., return to vendor for credit, scrap, etc.).

3.6 Unidentified shipments should be resolved by the Purchase Manager. Contact the Chief Financial Officer to resolve any suspicious looking packages.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Changes to responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and position	

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PUR103 Ex1 RECEIVING LOG

Date	Sender	Carrier	# Pkgs.	Received By

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PUR103 Ex2 RECEIVING AND INSPECTION REPORT

PART I RECEIVING Date: _____

Vendor/Supplier/Subcontractor: _____

P.O. Or Contract No.: _____

Item No.	Description	INSPECTION Criteria	QUANTITIES Ordered	Received	Inspected	Accepted	Rejected

Received By: _____

PART II INSPECTION

Inspected By: _____

Sample Lot

Conformance/Discrepancies to Specifications

	YES	NO		YES	NO
Lot Size: _____			Shipping Damage		
			Markings/Finish		
Sample Qty: _____			Attributes		
				Functional	
				Dimensions	
				Other	

Accepted: _____ Date: _____ Rejected: _____ Date: _____

Place in Stock

Cause for Rejection: _____

Forward to Next Operation

PART III REJECTED PARTS DISPOSITION

Return to Vendor

Conditional Acceptance Approvals

Signature

Signature

Remarks: _____

Further comments may be noted on back of report or additional sheets if necessary.

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PUR103 Ex3 INVENTORY INSPECTION LEVELS

The following are generic descriptions of the type of inspections that should be performed for various classes of inventory items. These descriptions are not completely comprehensive for all the possible types of inventory that can be received and therefore, the inspector should use appropriate judgment to determine any special inspection procedures that may be necessary for unique items.

The inspection levels are intended to be cumulative in that higher level inspections will also include all lower level inspection procedures.

The percentage of the total parts inspected will be according to the part number specifications. For example, an inspection level indication of "Level II, 25" would require that 25% of the parts received in the shipment will be examined at a Level II inspection.

If defects or rejected items are discovered within a shipment and less than a 100% inspection has been performed, the receiving inspector will consult with the Quality Control Manager to determine the appropriate action for assurance of the remainder of the shipment.

Level I: Visual inspection of the shipment or lot. Items appear reasonably to match packing list description(s). Nothing comes to the attention of the inspector as noticeable defects or as unusual and unordinary.

Level II: Actual hands-on visual inspection of individual parts. Each part inspected will be analyzed for the quality of workmanship and construction and the appearance of any defects.

Level III: A functional test of the part will be performed as appropriate for the item. For example, pneumatic parts should indicate function when attached to compressed air source; moving parts should rotate, slide etc.; electrical components should operate, light, etc.

Level IV: The part will be inspected against a set performance or measurement standard as indicated in the part file. For example, structural items will be measured for compliance to drawings within specified tolerances; electrical and mechanical devices will function according to specified performance standards.

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SOP # PUR104 Revision: 4 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **PUR104 ACCOUNTS PAYABLE AND CASH DISBURSEMENTS**

Policy: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.

Purpose: To explain the practices for documenting, recording and issuing payments for accounts payable transactions. (Note: Payments, disbursements, and expenditures result from accounts payable transactions)

Scope: This procedure applies to all purchases including, contractors, consultants, and merchandise and non-merchandise purchases.

Responsibilities:

The Principal at each school site is responsible for reviewing and approving payments under $5,000 in the purchase software, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to $10,000 in accordance with the approved budget. The Chief Executive Officer may assign the Chief Academic Officer, the Chief Operations Officer, the Chief External Officer or Regional Directors the authority to approve expenditures up to $10,000.

The Chief Executive Officer is responsible for reviewing and approving payments over $10,000 in accordance with the board approved budget, as well as up to $10,000 for non-budgeted items.

Back-office provider is responsible for payment of invoices in a timely manner.

Background: Properly recording liabilities is generally a three-step process, particularly, for merchandise purchases.

The first step is recording the liability upon receipt of merchandise, using the purchase order estimates or other documentation as a guideline. For accuracy and timeliness of data, a liability should be recorded as soon as the Organization receives the purchased items.

Consultant projects are not recognized as a liability until the invoicing from the consultant is received unless and accrual has been recorded to recognize the total estimated cost of the consultant's services.

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By necessity, this initial recording is usually an estimate or encumbrance and can be finalized when the actual invoice arrives. This is why a Purchase Order is so important for merchandise purchases. It documents the Organization's understanding of how much each item will cost, per the vendor's terms. This includes estimates for freight and any other charges.

The second step takes place when the vendor's invoice is received. At this point the actual liability is finalized, with any necessary adjustments to the item costs, freight, or other charges.

The third step involves the preparation, issuance of payment for the goods received, and subsequent filing of all paperwork for easy retrieval.

Procedure Overview:

Cash disbursements are generally made for:

1. Payments to vendors for goods and services
2. Taxes/license fees
3. Staff training and development
4. Memberships and subscriptions
5. Meeting expenses
6. Employee reimbursements
7. Marketing/promotional materials Checks

are processed throughout the week.

Requests for cash disbursements are submitted to Accounting through the purchasing software. Documentation for the purchasing software requests can be in three ways:

1. Original invoice
2. Purchase request (submitted on approved form)
3. Employee expense report or reimbursement request

All invoices must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Approvals for reimbursement requests must be obtained prior to the purchase. The Organization is not obligated to reimburse requests where prior approval was not obtained; however this decision is made at the discretion of the Chief Financial Officer.

Every employee reimbursement or purchase request must be documented in the purchasing software. Please see PUR106 Reimbursements for more details.

Requests for payment are reviewed in the purshasig software by the Principal, Controller, or Chief Financial Officer dependent on purchase amount. The appropriate personnel:

1. Verifies expenditure and amount
2. Approves for payment if in accordance with budget
3. Provides or verifies appropriate allocation information
4. Provides date of payment taking into account cash flow projections
5. Submits to the Finance team for processing

Back-office provider processes all payments and:

1. Immediately enters them into the Accounts Payable module unless it is paid upon receipt on the same day
2. Prints checks according to allocation and payment date provided by the authorizing party
3. Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature.
4. Stamps invoice “paid”
5. Mails checks and appropriate backup documentation
6. Files all backup documentation in the appropriate file
7. Monitors accounts payable throughout the month

Procedure:

1.0 DOCUMENTING ACCOUNTS PAYABLE

1.1 The following documents will be forwarded to Back-office provider accounts payable as a pdf batch for temporary filing and subsequent matching to form an accounts payable voucher package:

- Purchase Order from the purchasing software
- Vendor invoice
- Vendor/Consultant contract

1.2 Once Back-office provider has received all of the above documents, the following steps will be performed to ensure proper authorization, validity of purchase, receipt of purchased items or services and accuracy of amounts.

- The purchase order should be evaluated for proper authorization and the nature of the purchase and pricing as shown on the invoice reviewed for validity.

- The quantities shown shipped or delivered on the invoice will be compared to the packing slip and/or receiving reports if items have been received. Any discrepancies must be followed-up and resolved prior to commencing with the disbursement process.
- Calculations on the invoice will be recomputed such as quantities received multiplied by unit price and totals.
- Purchases of items and service contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

2.0 RECORDING NON-MERCHANDISE PAYABLES

2.1 Non-merchandise expenditures like utilities, rent, insurance, taxes, repairs, professional fees, etc., are generally not recorded through the purchase order routine. However, there may be other documentation, like contracts, requisitions, and other agreements. These should be filed in the applicable vendor file as documentary support. Upon receipt of the invoice, the charges should be entered into the payable system and coded to the appropriate expense account.

2.2 Generally, once invoices (both merchandise and non-merchandise) have been entered, they can be filed in the respective vendor files, ordered by date. To guard against misfiling an un-entered invoice, consider stamping "entered" on each invoice when it's recorded in accounts payable. It is also helpful to note the entered date and initial the entry.

3.0 PAYMENT OF ACCOUNTS PAYABLE

3.1 Accounts payable systems generally provide an aged accounts payable report and list the open payables within the accounting system. Open payables are reviewed by the Finance team. The Finance team should select the bills to be paid based on the funds available and a projection of cash flow or receipts over the coming week. Once complete, process the disbursements by either printing the check, electronic online bill pay, wire transfer, or ACH withdrawal for the selected bills to be paid.

Note: Accounts payable should normally be paid within 15 business days unless otherwise determined by the Chief Financial Officer.

3.2 Any vendor credits which are amounts owed to the Organization should be applied to amounts currently owed to the vendor when determining payment. These are normally received in the form of a credit memo or adjusting invoice. These should be entered into the system like any other invoice and applied to the next payment being made. There is no reason to “age” a credit memo.

3.3 Pull all Invoices to be paid from the files and match them with the printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation. Present the materials to the Chief Financial Officer for review and signing.

3.4 Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices “paid” to document they've been paid. Use only checks that incorporate a two stub plus check form in order to attach one stub to the paid invoice and the other to the remittance copy of the Invoice.

3.5 If one check or electronic online bill pay pays several Invoices then either photocopy the stub or print the electronic online bill pay screen print and attach a copy to each paid Invoice or consider attaching all paid Invoices to the one check stub or the electronic online bill pay document. File all resulting documentation according to check number sequentially in the checks paid binders.

3.6 Mail the checks as soon as possible once checks have been posted and "paid" by the system. It is not advisable to "hold" checks for additional days after posting. This practice usually occurs when there are insufficient cash flows. However holding checks increases the difficulty of projecting cash flow, reduces cash balance accuracy, and causes confusion when trying to reconcile accounts payable vendor balances. None of these balances will be accurate if printed checks are held back from mailing. If cash flow is insufficient to mail the checks, then it is advisable not to post and print checks in the first place.

4.0 MANUAL CHECKS

4.1 The Organization does not permit the use of manual checks.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**2/13/15**	Revision of Purchase limits	Oswaldo Diaz, CFO
2	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
3	**6/6/16**	Policy revision	Oswaldo Diaz, CFO
4	9/5/17	Revision to clarify processes and positions	

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SOP # PUR105 Revision: 2 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **PUR105 PREPAID EXPENSES**

Policy: It is the policy of MERF to treat payments of expenses that have a time-sensitive future benefit as prepaid expenses and to amortize these items over the corresponding time period. For purposes of this policy, prepaids are only accounted for at the end of the fiscal year and the amount that is considered to be prepaid remains at the discretion of the Chief Financial Officer.

Purpose: To ensure the proper payment and accounting of expenses that have a future benefit allocated over time.

Scope: Any transaction that is currently paid that has a value that can be amortized over a future time period.

Responsibilities:

The Chief Financial Officer is responsible for reviewing and authorizing prepaid expenses.

The Finance Department with the support of Back-office provider is responsible for processing prepaid payments and amortizing the prepaid cost of the expected future life of the prepaid asset.

Background: Prepaid expenses are very common and allow the Organization to on occasion take advantage of pre-paying for certain expenses and thus recovering discounts or ensuring that a certain expense is fully paid.

Procedure:

1.0 ACCOUNTING TREATMENT

1.1 Prepaid expenses with future benefits that expire within one year from the date of the financial statements shall be classified as current assets. Prepaid expenses that benefit future periods beyond one year from the financial statements date shall be classified as non-current assets.

2.0 PROCEDURES

2.1 As part of the account coding process performed during the processing of accounts payable at the end of the fiscal year, all incoming vendor invoices shall be reviewed for the existence of time-sensitive future benefits. If future benefits are identified, the payment shall be coded to a prepaid expense account code.

The Finance Department shall maintain a schedule of all prepaid expenses. The schedule shall indicate the amount and date paid, the period covered by the prepayment, the purpose of the prepayment, and the monthly amortization. This

schedule shall be reconciled to the general ledger balance as part of the monthly closeout process.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

SOP # PUR106 Revision: 3 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **PUR106 REIMBURSEMENTS**

Policy: Internal controls are required to ensure that only valid and authorized reimbursements are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments.

Purpose: To explain the practices for documenting, recording and issuing payments for reimbursement transactions.

Scope: This procedure applies to all reimbursements.

Responsibilities:

The Principal at each school site is responsible for reviewing and approving payments under $5,000 in the purchasing software, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to $10,000 in accordance with the approved budget. The Chief Executive Officer may assign the Chief Academic Officer, the Chief of Staff, the Chief External Officer or Regional Directors the authority to approve expenditures up to $10,000.

The Chief Executive Officer is responsible for reviewing and approving payments over $10,000 in accordance with the board approved budget, as well as up to $10,000 for non-budgeted items.

Back-office provider Accounts payable is responsible for payment of reimbursements in a timely manner. A timely manner is defined as within two weeks of submission.

Background: Properly recording reimbursements is generally a three-step process.

The first step is accurately submitting reimbursement receipts along with a reimbursement authorization form.

The second step is obtaining the appropriate authorization.

The third step involves the preparation, issuance of reimbursement payment in a timely manner, and subsequent filing of all paperwork for easy retrieval.

Procedure Overview:

Reimbursements are generally made for:

1. Travel and conferences
2. Mileage

3. Meals
4. School/classroom supplies
5. Allowable academic expenses
6. Student awards
7. Other expenses

Reimbursement checks are processed on three week cycle or sooner.

Requests for cash disbursements are submitted to Accounting through the purchasing software. Documentation for purchasing software requests can be in three ways:

1. Original invoice
2. Purchase request (submitted on approved form)
3. Employee expense report or reimbursement request

All reimbursement requests must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Every employee reimbursement or purchase request must be documented in the purchasing software with travel authorization, receipts, nature of business, program allocation, and funding source (if applicable) before approving for reimbursement as follows:

Travel and Conferences - an itemized receipt from the hotel detailing all charges, the person(s) for whom the lodging was provided, and the specific business purpose. This includes itemized receipts for parking, tolls and bridges, car rentals, taxis, and conference receipts not to exceed the current Government Services Administration (GSA) per diem rates. Current rates are available at www.gsa.gov/perdiem. (See G&A103, Travel and Entertainment policy for more detailed information.)

Car Rentals – When possible, advance approvals are recommended. The employee is required to make their own car rental arrangements. Vehicle selection will be based upon the most cost-effective class that satisfies requirements for the employee(s) and any demonstration equipment.

Supplemental auto insurance coverage offered by car rental agencies must be purchased and will be reimbursed.

Mileage/Personal Vehicles - An employee required to use their own automobile for business will be reimbursed in accordance with the current IRS mileage reimbursement rate. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

The Organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee.

Meals and Entertainment - a receipt must be provided showing the cost of food, beverage, and gratuities, including the names of every person for whom food or beverage was provided, and the specific business purpose. Entertainment expenses are disallowed. Meals are reimbursed based on actual receipt amounts not to exceed the following; Breakfast: $7.00, Lunch: $13.00, Dinner: $20.00

Meal and Entertainment tips are limited to 15% (unless automatically assessed by the eating establishment) of the pre-tax meal total cost and any tip that is in excess of the pre-tax meal total cost will not be reimbursed. For example, a meal that costs $10 may have an 8% sales tax bringing the total meal price before tip to $10.80. Figure the tip on the $10 amount at 15% or $1.50 and that amount of tip or less is reimbursable. If you tipped more than a $1.50, that difference is not reimbursable. You are always allowed to tip less than 15% should you choose to do so.

School/Classroom Supplies, Allowable Academic Expenses, and Student Awards – these expenditures are subject to the approval of the Principal. Gifts of any kind are never allowed. Student awards may only be paid from non-ADA and unrestricted sources. In other words, student awards may be paid from unrestricted fundraising or from other unrestricted sources of income, subject to approval of the Principal and/or Central Office.

Other Expenditures - a receipt from the vendor detailing all goods or services purchased (including the class of service for transportation) and the specific business purpose.

Non-Reimbursable Expenses - Some expenses are not considered valid business expenses by the Organization, yet may be incurred for the convenience of the traveling individual. Since these are not expenses for the business then they are not reimbursable. (The following can be used as a guide of expenses, which are not reimbursable)

Examples include:

- Airline or travel trip interruption insurance
- Airline or travel lounge clubs
- Shoe shine or Dry-cleaning (except for extended travel beyond 5 days)
- Movies or personal entertainment
- Books, magazines or newspapers
- Theft or loss of personal property
- Doctor bills, prescriptions, or other medical services

- Parking tickets, traffic tickets or Car towing if illegally parked
- Health club memberships
- Baby sitter or Pet care fees
- Barbers and Hairdressers

Requests for reimbursement payments are reviewed in the purchasing software by the Principal, Chief Financial Officer, or Chief Executive Officer, dependent on purchase amount. The appropriate personnel:

1. Verifies and matches expenditure and amount
2. Approves for payment if in accordance with budget
3. Provides or verifies appropriate allocation information
4. Provides date of payment taking into account cash flow projections
5. Submits to the Finance team for processing Accounts

Payable processes all payments and:

1. Immediately enters them into the Accounts Payable module, unless paid upon receipt on the same day
2. Prints checks according to allocation and payment date provided by the approving party
3. Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature
4. Stamps invoice “paid”
5. Mails checks and appropriate backup documentation
6. Files all backup documentation in the appropriate file
7. Monitors accounts payable throughout the month

Procedure:

1.0 DOCUMENTING REIMBURSEMENTS

All business reimbursement expenditures incurred by employees of the Organization are reimbursed through the purchasing software. Reimbursement receipts must be submitted monthly and any receipt that is older than 60 days will not be reimbursed at the discretion of the Chief Financial Officer.

Expense report forms must be filled out completely. Required original receipts for items charged must accompany all reimbursement documentation as well as uploaded into the purchasing software. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.

Upon completion, the expense report along with all attachments should be submitted to the employee's appropriate supervisor in the purchasing software for approval. After approval, the expense report is submitted to the Finance Team for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**2/13/15**	Amount limit changes. Mileage reimbursement rate.	Oswaldo Diaz, CFO
2	**11/12/15**	Inclusion of back office service provider and amount limit changes.	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	

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SOP # PUR107 Revision: 2 **Prepared by: Central Office**
Effective Date: 6/06/16 **Approved by: BOD**

Title: **PUR107 BIDDING REQUIREMENTS**

Policy: To ensure the establishment of bidding requirements relating to multi-year service contracts, and to maintain the internal controls of the selection process.

Purpose: To provide the methods for determining a bidding process, documentation requirements, and award of contracts.

Scope: This procedure applies to all vendors of services.

Responsibilities:

Purchasing Agent or School Principal is responsible for providing a summary and justification related to the potential proposal.

Selection Committee is responsible for the review and recommendation of all contracts over $25,000.

Chief Executive Officer and/or Chief Financial Officer is/are responsible for the examination of the bidding and selection process of all contracts above $25,000.

Board of Directors are responsible for the approval of all bidding contracts above $25,000.

Procedure:

1.0 BIDDING REQUIREMENTS AND PROCESS

1.1 New service contracts in excess of $25,000 shall be formally bid in accordance with the following:

- Request for Proposals (RFP): RFP requirements should include contract purpose, background, description of service, general information, time requirements, proposal requirements, and evaluation process.
- Public Notice: RFP will be posted in the Organization's website.
- Prospective Vendors: Selection Committee shall maintain a list of prospective vendors for the various categories of products and services purchased by the organization. All schools or departments should refer prospective vendors to the purchasing department for inclusion in the bidder file.
- Pending Bid File: A file shall be maintained by the selection committee of all invitations to bid currently pending.
- Evaluation: Evaluation of services and vendors will be in accordance with the RFP specifications and policy PUR101 vendor selection.

- Bidder Files: Bidder files shall be maintained retaining the bids, bid comparison sheets, other submittals, and rationale in award. These bids shall be made available for the public upon request for a period of ninety (90) days after which time they will be archived for two (2) years.
- Bidding of contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

Vendor Selection Requirements			
	Less than $5,000	**Between $5,000 and $25,000**	**Greater than $25,000**
Bid process required?	No	Quotes or estimates	RFP
Acceptable forms of price comparison	N/A	Email, published catalogs, written	Written only
Minimum number of bids required	0	3	3
Submit bid documentation to the Procurement Office?	No	Yes	Yes

2.0 NONCOMPETITIVE NEGOTIATIONS

2.1 Noncompetitive negotiations may be used for procurements in excess of $25,000 when bidding or competitive negotiations are not feasible. MPS may purchase goods and services through non-competitive negotiations when it is determined in writing by the Chief Executive Officer that competitive negotiation or bidding is not feasible and that:

- An emergency exists which will cause public harm as a result of the delay caused by following competitive purchasing procedures, or
- The product or service can be obtained only from one source, or
- The contract is for the purchase of perishable items purchased on a weekly or more frequent basis, or
- Only one satisfactory proposal is received through RFP, or
- The charter authorizer has authorized the particular type of noncompetitive negotiation.

3.0 STANDARDS OF CONDUCT

The following Standards of Conduct shall govern the performance, behavior and actions of MPS including, employees, officers, directors, volunteers and agents, who are engaged in any aspect of procurement, including – but not limited to – purchasing goods and services; awarding contracts and grants; or the administration and supervision of contracts.

As representatives of MPS, all employees, officers, directors, volunteers and agents are expected to conduct themselves in a professional and ethical manner, maintaining high standards of integrity and the use of good judgment. Employees are expected to be principled in their business interactions and act in good faith with individuals both inside and outside MPS.

3.3 Conflict of Interest

3.3.1 No employee, officer, director, volunteer or agent of the MPS shall participate in the selection, award or administration of a bid or contract supported by federal funds if a conflict of interest is real or apparent to a reasonable person.

3.3.2 Conflicts of interest may arise when any employee, officer, director, volunteer or agent of the MPS has a financial, family or any other beneficial interest in the vendor firm selected or considered for an award.

3.3.3 No employee, officer, director, volunteer or agent of the MPS shall do business with, award contracts to, or show favoritism toward a member of his/her immediate family, spouse's family or to any company, vendor or concern who either employs or has any relationship to a family member; or award a contract or bid which violates the spirit or intent of Federal, State and local procurement laws and policies established to maximize free and open competition among qualified vendors.

3.3.4 MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of twenty-five dollars ($25) from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

4.0 ACCEPTANCE OF GRATUITIES

MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

5.0 DISCIPLINARY ACTIONS

Any MPS member, employee or designated agent of MPS who knowingly and deliberately violates the provisions of this code will be open to civil suit without the legal protection of MPS. Furthermore, such a violation of these procurement standards is grounds for dismissal by MPS as an employee, officer, director, volunteer or agent; or other such sanctions as available under the law.

Any contractor or potential contractor who knowingly and deliberately violates the provisions of these procurement standards will be barred from future transactions with MPS.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/16/15**	Initial Release	Oswaldo Diaz, CFO
1	**3/10/16**	Policy Revision	Oswaldo Diaz, CFO
2	**6/06/16**	Policy Revision	Oswaldo Diaz, CFO

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MAGNOLIA PUBLIC SCHOOLS

Board Agenda Item #	Agenda # II C- Consent Item
Date:	June 14, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Approval of Current Fiscal Policies

Proposed Board Recommendation

I move that the board approve the attached fiscal policies for Magnolia Public Schools.

Background

As one of conditions of authorization and requirement for renewal application, fiscal policies and procedures must be reviewed and board approved within the last twelve (12) months before submission of renewal application. Our fiscal policies and procedures manual was last reviewed and approved by the board on September 7, 2017. The following revisions were submitted afterwards to comply with the conditions of authorization and MOU with LACOE:

- Bank Reconciliation Policy was revised and approved by the board on February 8, 2018
- CMO Fee Calculation section was added and approved by the board on March 8, 2018.

The above-mentioned additions and revisions are included in the attached document. No other change has been made. Staff is requesting board approval to ensure compliance with the 12-month requirement in the upcoming renewal process.

Budget Implications

N/A

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

To satisfy one of the conditions of authorization/renewal required by the authorizing agency.

Name of Staff Originator:

Nanie Montijo, CFO

Attachments

Fiscal Policies and Procedures

Cover Sheet

2018-19 Certification of Assurances, Protected Prayer Certification, Application for Funding

Section: II. Consent Items
Item: E. 2018-19 Certification of Assurances, Protected Prayer Certification, Application for Funding
Purpose: Vote
Submitted by:
Related Material: II E 2018-19 ConApp.pdf

Board Agenda Item #	II E – Consent Item
Date:	June 14, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	2018-19 Certification of Assurances, Protected Prayer Certification, Application for Funding

Proposed Board Recommendation

I move that the Board approves the 2018-19 Certification of Assurances, 2018-19 Protected Prayer Certification, 2018-19 Application for Funding and General Assurances as presented.

Background

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The items required to be approved by the Board are attached herein. The documents listed above should be approved no later than June 30, 2018 for the upcoming fiscal year.

Budget Implications

None

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

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

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

Attachments

2018-19 Certification of Assurances

2018-19 Protected Prayer Certification

2018-19 Application for Funding

2018-19 General Assurances

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Kristin Dietz
Date: 6/5/2018 2:07 PM

2018-19 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Mustafa Sahin
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/05/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:07 PM

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP	
Charter Schools Enter the adoption date of the charter school LCAP	06/14/2018
Authorized Representative's Full Name	Mustafa Sahin
Authorized Representative's Title	Principal

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Kristin Dietz
Date: 6/5/2018 2:11 PM

2018-19 Application for Funding

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

Local Governing Board Approval

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

Date of approval by local governing board	06/14/2018

District English Learner Advisory Committee (DELAC) Review

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

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

Application for Categorical Programs

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

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

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Kristin Dietz
Date: 6/5/2018 2:11 PM

2018-19 Application for Funding

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

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:22 PM

2018-19 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Steven Keskinturk
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/05/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:25 PM

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP	
Charter Schools Enter the adoption date of the charter school LCAP	06/14/2018
Authorized Representative's Full Name	Steven Keskinturk
Authorized Representative's Title	Principal

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:26 PM

2018-19 Application for Funding

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

Local Governing Board Approval

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

Date of approval by local governing board	06/14/2018

District English Learner Advisory Committee (DELAC) Review

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

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

Application for Categorical Programs

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

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

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:26 PM

2018-19 Application for Funding

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

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:27 PM

2018-19 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Shandrea Daniel
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/05/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:28 PM

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP	
Charter Schools Enter the adoption date of the charter school LCAP	06/14/2018
Authorized Representative's Full Name	Shandrea Daniel
Authorized Representative's Title	Principal

*****Warning*****
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2018-19 Application for Funding

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

Local Governing Board Approval

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

Date of approval by local governing board	06/14/2018

District English Learner Advisory Committee (DELAC) Review

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

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

Application for Categorical Programs

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

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

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:35 PM

2018-19 Application for Funding

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

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:37 PM

2018-19 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Lisa Ross
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/05/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:37 PM

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP	
Charter Schools Enter the adoption date of the charter school LCAP	06/14/2018
Authorized Representative's Full Name	Lisa Ross
Authorized Representative's Title	Principal

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:38 PM

2018-19 Application for Funding

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

Local Governing Board Approval

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

Date of approval by local governing board	06/14/2018

District English Learner Advisory Committee (DELAC) Review

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

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

Application for Categorical Programs

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

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

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:38 PM

2018-19 Application for Funding

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

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 64733 0117630)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:38 PM

2018-19 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Brad Plonka
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/05/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 64733 0117630)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:40 PM

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

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In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP	
Charter Schools Enter the adoption date of the charter school LCAP	06/14/2018
Authorized Representative's Full Name	Brad Plonka
Authorized Representative's Title	Principal

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 64733 0117630)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:41 PM

2018-19 Application for Funding

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

Local Governing Board Approval

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

Date of approval by local governing board	06/14/2018

District English Learner Advisory Committee (DELAC) Review

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

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

Application for Categorical Programs

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

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

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 64733 0117630)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:41 PM

2018-19 Application for Funding

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

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:41 PM

2018-19 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	John Terzi
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/05/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****
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2018-19 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP	
Charter Schools Enter the adoption date of the charter school LCAP	06/14/2018
Authorized Representative's Full Name	John Terzi
Authorized Representative's Title	Principal

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:48 PM

2018-19 Application for Funding

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

Local Governing Board Approval

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

Date of approval by local governing board	06/14/2018

District English Learner Advisory Committee (DELAC) Review

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

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

Application for Categorical Programs

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

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

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:48 PM

2018-19 Application for Funding

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

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes

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California Department of Education **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:48 PM

2018-19 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

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

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Fatih Metin
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/05/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

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2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

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County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP	
Charter Schools Enter the adoption date of the charter school LCAP	06/14/2018
Authorized Representative's Full Name	Fatih Metin
Authorized Representative's Title	Principal

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California Department of Education **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:49 PM

2018-19 Application for Funding

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

Local Governing Board Approval

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

Date of approval by local governing board	06/14/2018

District English Learner Advisory Committee (DELAC) Review

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DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
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Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant	No

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California Department of Education **Consolidated Application**

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Status: Draft
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2018-19 Application for Funding

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

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California Department of Education **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:51 PM

2018-19 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

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

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jason Hernandez
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/05/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

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2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

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County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP	
Charter Schools Enter the adoption date of the charter school LCAP	06/14/2018
Authorized Representative's Full Name	Jason Hernandez
Authorized Representative's Title	Principal

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2018-19 Application for Funding

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

Local Governing Board Approval

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

Date of approval by local governing board	06/14/2018

District English Learner Advisory Committee (DELAC) Review

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

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DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
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Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant	No

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California Department of Education **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:51 PM

2018-19 Application for Funding

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

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California Department of Education **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:53 PM

2018-19 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Laura Schlottman
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/05/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
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2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

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Authorized Representative's Full Name	Laura Schlottman
Authorized Representative's Title	Principal

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Status: Draft
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2018-19 Application for Funding

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

Local Governing Board Approval

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

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Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
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2018-19 Application for Funding

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

ESEA Sec. 3102 SACS 4201	
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California Department of Education **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Kristin Dietz
Date: 6/6/2018 12:54 PM

2018-19 Protected Prayer Certification

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CDE Program Contact:

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Gokhan Serce
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/05/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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Authorized Representative's Title	Principal

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Title I, Part A General Assurances

Consolidated Application Elementary and Secondary Education Act (ESEA) General Assurances, Title I, Part A for fiscal year 2018-19.

Elementary and Secondary Education Act, Title I, Part A: General Assurances

1. Except as otherwise provided, the local educational agency (LEA) will ensure that Title I schools are provided with state and local services that, taken as a whole, are at least comparable to that in schools that are not receiving Title I, Part A funds. If the LEA is providing Title I, Part A services to all of its schools, the LEA ensures that state and local funds provided to all of its schools, taken as a whole, are at least comparable in each school. (20 United States Code (USC) §6321; Public Law (PL) 114-95, §1118(c)(1)(A-B))
2. The LEA has established and implemented specific policies to ensure the LEA has used state and local funds to provide comparable services in all its schools including, but not limited to, an LEA-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (20 USC §6321; PL 114-95, §1118(c)(2)(A)(i-iii))
3. The LEA shall not include staff salary differentials for years of employment when determining per pupil expenditures or instructional salaries per pupil of state and local funds. (20 USC §6321; PL 114-95, §1118(c)(2)(B))
4. The LEA has developed procedures for compliance with comparability, annually performs comparability calculations to make adjustments, as necessary to make Title I schools comparable, and maintains updated records documenting the compliance. (20 USC §6321; PL 114-95, §1118(c)(3))
5. An LEA that contracts with an organization as a provider of educational services will ensure that all publicly funded services to be delivered by the provider are secular, neutral, and non-ideological. (20 USC §6320; PL 114-95, §1117(a)(2))
6. The LEA has adopted a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school. (20 USC §7961; PL 114-95, §8561(h)(1))
7. Each LEA shall periodically review and, as necessary, revise its Plan. (20 USC §6312; PL 114-95, §1112(a)(5))

Cover Sheet

Approval of Local Control and Accountability Plans (LCAP) for all MPS

Section: II. Consent Items

Item: F. Approval of Local Control and Accountability Plans (LCAP) for all MPS

Purpose: Vote

Submitted by:

Related Material: II F LCAPs.pdf
II F MSA-Bell LCAP 2018-19.pdf
II F MSA-San Diego LCAP 2018-19.pdf

Board Agenda Item #	Agenda # II F- Consent Agenda
Date:	June 14, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of LCAPs for MPS

Proposed Board Recommendation

I move that the board approve the LCAPs for MPS.

Background

As a critical component of the LCFF law, every charter school must engage parents and community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool. Each plan must describe:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a schools required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth
- will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing and supporting implementation of the LCAP.

The MPS Home Office has collaborated with the schools in ensuring that all the LCAPs are aligned to the eight state priorities and that the schools have meaningfully engaged the parents

and the community. Public input was also sought at a prior board meeting. Schools presented their CA School Dashboard findings as well as their goals and plans to the stakeholders.

Budget Implications

All LCAP expenditures are budgeted in each school's budget.

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

LCAP annual board approval is a requirement for LEAs as described in the Ed Code.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- LCAP for each Magnolia Science Academy

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Mustafa Sahin, Principal	msahin@magnoliapublicschools.org (818) 609-0507

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy (MSA-1 or Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-1 currently has 541 students in grades 6-12, and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 80% Hispanic/Latino, 8% White, 91% Socioeconomically Disadvantaged, 14% Special Education, and 12% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-1 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

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

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our

existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- In the last year, our growth of satisfaction rates in staff and parent surveys went from 85% favorable to 94% favorable (9% increase), and 81% favorable to 87 % favorable (6% increase), respectively.
- The need to continue our improvements in designated/integrated English Learner services
- Providing counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system 'teachboost'
- Our overall proficiency on the SBAC in Math and English Language Arts, increased 2 points and 11 points, respectively.
- 100% graduation rate; college bound high school students.
- 95% teacher retention rate.
- 0% suspension rate
- Named by U.S. News the #1 Charter School in LA Unified and ranked by World Report the 14th top-performing high schools in California.
- We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. Our Robotics team represented the USA in the 2016 VEX WORLD Robotics Competition at the Kentucky Exposition Center. We were ranked 116th in the World out of more than 16000 teams in the Oakland Vex Robotics Competition and were selected as one of the highest ranking in the state on Vex Robotics skills challenge and received an invitation to the World Competition. This year, our Robotics team, RoboWarriors, has expanded to 3 teams.
- Unified Writing Curriculum
- Classes using blended learning effectively
- The full inclusion of your special education students
- Professional development around explicit direct instruction

Review of Performance

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

Greatest Progress

Which progress and data are you most proud of?

I. Data Driven Curricular Choices Contribute to Student Growth We are proud that our overall SBAC student scores improved for Math and ELA by 2 points and 11 points. This improvement is due in part to our ELA and Math department's adoption of Common Core aligned digital curriculum. Our English teachers use Study Sync, which is Common Core aligned and allows students to engage with text and demonstrate understanding of their content through reading and writing. Content is academically rigorous, thematically unified, and engages students through digital content including videos, interactive texts, audio readings of class content, and a built in ELD component to help engage our ELL students. As a result, the percent of our EL students who made progress towards English Proficiency increased by 16% compared to last year. Similarly, in our Math classes we use McGraw Hill online curriculum, which is also Common Core aligned and engages students in a similar way with digital problems, math manipulatives, and demonstrations. Based on last year's data, we saw a need

for a more rigorous curriculum to help our overall student population rise to the challenge of rigorous state testing, and since implementing it, we have seen growth. Our curriculum has contributed to our SBAC growth.

II. Staff PD/Resource Sharing Contributes to Growth We have implemented universal standards of writing across content areas. Our English Title 1 staff analyzes data, passes along resources, and leads PD's for our staff to make sure they are supporting our struggling students. Our Title I English teacher observes struggling students in three of their core classes (History, Science, and English), and provides resources and PD for our staff about implementing academic tools that might help. Our Dean of Acadmics looks at data from benchmark testing like MAP and SBAC, and helps to roster and monitor progress in our Zero period and Saturday School programs. Math teachers also use gradual release model in math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work.

III. College Readiness Contributes to Growth We currently have 62 graduating seniors and we have a 100 percent graduation rate. Our Dean and College counselor create a 4 year plan for each student and keeps track of their classes, grades, etc. We believe the individualized attention and the student's role in setting their own goals helped our graduation rate to stay strong. Our staff does much work to involve parents and students in setting goals that prepare students for graduation and college. We are proud of the parent information nights where students and parents get to learn about college, financial aid, and the application process, and we are equally proud that our Senior English teachers support all 62 of our seniors in writing a personal statement. In essence, every student who graduates from MSA attends a junior college, 4 year university, or vocational program. IIII. Positive Behavior Intervention Contributes to Growth We currently have a 0% (very low) suspension rate

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The two subgroups who did not perform well on SBAC and need our close attention were Sped students in the area of Math and English Language Learners in the area of English; our data shows that compared to our general student population, these sub-groups are struggling. Currently, in our Power classes we support struggling students through digital intervention content. We use Flex Literacy (for English) and Khan Academy, NextGen Math and MobyMath (for math), where direct instruction takes place in small, concentrated amounts, and students receive explicit direct instruction in that content area and have opportunities for guided practice. In our English classes, we use Study Sync (ELD component in conjunction with what is being learned in ELA). Conducting class in this way provides small group support outside of the classroom for those students. Additionally, our Title 1 English and Deans analyze scores and data (MAP, CELDT, SBAC), review samples of student work, and follow up frequently with the student's ELA, ELD,and MATH teachers to discuss student progress. Interventions include offering additional tutoring, creating action plans for individual students that address areas of need, providing one-on-one instructional support, simplifying the work for EL and SPED students, and creating a roster of students who need Saturday school or Zero period. Moreover, our Special Education Teachers meet with General Education Teachers weekly either during conference periods or during Staff Meetings to discuss student progress and to go over accommodations and support plans. Students are given in-class support by their Resource teacher, who helps them follow along with the curriculum, offers appropriate accommodation, makes modifications to assignments, and checks grades weekly to make sure students are progressing in the class/subject. Our Title I English Teacher offeres PD to our staff on a critical thinking and writing strategy that works across grade levels and can be adapted in many content areas. She also provides Strategy Snapshots on a bi-weekly basis to teachers and staff so that their expectations about academic rigor are more unified (and connected to the CHATS framework for EL support). Our History and Science teachers, who don't normally teach writing in an explicit way, then use that resource for their students.

Finally, twice a year, we provide MSA wide professional development to our teachers and include training in all areas of need. These symposiums are a way for our teachers to attend workshops that can help enhance their teaching. For instance, many of our teachers attended the EL training with a guest lecturer from CSUN to learn about promoting language acquisition in their classrooms (in every content area).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The student groups that are behind are SPED students who performed low in Math and our English Learners who performed low in English. We use the intervention classes and programs (as mentioned above) to help support these student population. We use benchmark data (MAP) to roster students into intervention classes. This way, if a student is struggling in both English and Math, they get service in the areas of their greatest need. Additionally, SPED teachers and Intervention staff meet to discuss shared students and academic intervention for those SPED and EL students. The action includes; teacher referral of students who need support, meetings between parents, students, and coordinators, placement of students in appropriate tier or intervention, teaching of skills, assessment of mastery, and support for kids as they exit intervention. We use the RTI model to track student progress. Title I Coordinator plays a larger role in supporting the EL students in the classroom, and sets schedule of pull-out sessions.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

- Charter School will continue to provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings such as ELAC, SSC, and PTF.

- EL students will continue to receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.

- Charter School will continue to provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

- Charter School will continue to provide academic supports and remediation, counseling, and social-emotional support to our students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 8,774,379.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 6,837,540.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 6,879,059

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8): 2017-18 Expected:	2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2017-18.

Expected

All Students:	3 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2016-17 (Baseline):

All Students:	42%
English Learners:	0%
Socioeconomically Disadvantaged:	40%
Students with Disabilities:	18%
Hispanic:	40%
White:	60%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average

Expected

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Actual

Distance from Level 3 on the CAASPP-ELA/Literacy assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	20.0 points below level 3
English Learners:	70.7 points below level 3
Socioeconomically Disadvantaged:	25.7 points below level 3
Students with Disabilities:	94.7 points below level 3
Hispanic:	25.7 points below level 3
White:	24.3 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2017-18 Expected:

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Reading assessment and projected increase in 2017-18.

Expected

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

2016-17 (Baseline):

All Students:	44%
English Learners:	2%
Socioeconomically Disadvantaged:	37%
Students with Disabilities:	7%
Hispanic:	38%
White:	66%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-

2017-18 SBAC data is not available at this time. The following

Expected

Mathematics assessments will be (Grades 3-8):

2017-18 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

Actual

tables show 2016-17 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	29%
English Learners:	4%
Socioeconomically Disadvantaged:	24%
Students with Disabilities:	3%
Hispanic:	25%
White:	51%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from

Expected	Actual
	the prior year

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-Mathematics assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	46.1 points below level 3
English Learners:	91.6 points below level 3
Socioeconomically Disadvantaged:	55.0 points below level 3
Students with Disabilities:	140.2 points below level 3
Hispanic:	55.6 points below level 3
White:	39.0 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Expected

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2017-18 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Mathematics assessment and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	45%
English Learners:	2%
Socioeconomically Disadvantaged:	38%
Students with Disabilities:	3%
Hispanic:	37%
White:	65%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Expected	Actual
	White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 2 percentage points up from the prior year	2016-17 (Baseline): 50% 2017-18 (Actual): 2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	2016-17 (Baseline): 33% 2017-18 (Projected): 1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%	2016-17 (Baseline): 80% 2017-18 (End of first semester): 78% 2017-18 (End of second semester Projected): 1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 5 percentage points up from the prior year	2017-18 SBAC data is not available at this time. The following table shows 2016-17 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2017-18. 2016-17 (Baseline): 48% 2017-18 (Projected): 5 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior	2016-17 (Baseline): 25% 2017-18 (Projected): 2 percentage points up from

Expected	Actual
year	the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2016-17 (Baseline): 100% 2017-18 (Projected): 100%
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 100%	2016-17 (Baseline): 100% 2017-18 (Actual): 100%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$24,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$16,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to	We have reviewed our current instructional materials and they are aligned to	$10,000.00 4100-4200 Books	$1,600 4100-4200 Books

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$170,867.00 4300- supplies, materials $252,346.00 4400 Equipment	$.92,525.00 4300- supplies, materials $0.00 4400 4400 - Equipment

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$50,000.00 5500 Janitorial Services, $50,000.00 5615 Maintenance, $60,000,00 2900, 3000 Custodian salary & benefits	$34,188.00 5500 Janitorial Services, $18,850.00 5601 Maintenance, $60,000,00 2900, 3000 Custodian salary & benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$30,000 Professional Development (5683)(Base); $1,500 TeachBoost fees (5000)(Base);	$16,893.00 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base);

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$40,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$4,000 Professional Development on ELD strategies (5000)(S&C)	$3,000 Professional Development on ELD strategies (5000)(S&C)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
framework.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$40,000 Intervention teacher salaries (1000)(Title I); $50,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$40,000 Intervention teacher salaries (1000)(Title I); $50,000 Two teacher aide salaries (2000)(Title I $15,000 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$20,000 Three teacher stipends (1000)(ASES)	$15,000 Three teacher stipends (1000)(ASES)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and	$190,000 Two deans of academics and 1 Title-I coordinator salaries (1000)(Base); $40,000	$190,000 Two deans of academics and 1 Title-I coordinator salaries (1000)(Base); $40,000 Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
progress towards targets.	other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)$15,000 Three teacher stipends (1000)(ASES)	(3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$64,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$64,000 College Counselor salary (1000)(Base); $15,360 Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Spanish Language and Literature, AP World History, AP Calculus AB, BC, AP English Literature and Language, AP Computer Principals, and Computer, AP Statistics, AP Art, AP Government,	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness..

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Students’ SBAC scores reflect an increase in ELA scores by 10.9 points and Math scores by 2.3 points. The increase is due in part to our ELA(Study Sync) and Math (McGraw-Hill online curriculum) department’s adoption of CCSS aligned digital curriculum because digital curriculum engages students and allows our teachers to provide targeted instruction based on the program’s student performance data. The rigorous curriculum helps our overall student population rise to the challenge of state testing, and since implementing it, we have seen growth. Additionally, each month, teachers administer an Interim Block Assessment (IBA) and use the results to inform their curriculum. In the

staff meeting following the IBA each month, English and Math Departments meet to discuss data and choose specific areas of remediation in each grade level. Furthermore, in English and Math classes, teachers commit to re-teaching skills based on data. Targeted interventions include ELD class, Saturday School, Zero Period, after school tutoring, and Power English and Power Math classes. Additionally, students' SBAC scores reflect an increase in EL proficiency. There were many factors which led to the increase in student performance. For example, we use FLEX literacy to teach our Power classes- a program which focuses on building the literacy of our EL students at their own pace. Additionally, at the beginning of each semester, our EL coordinator and English teachers meet to discuss and effectively roster the POWER classes. CELDT/ELPAC and MAP data are used service/roster our EL and struggling students into intervention services. Furthermore, throughout the year, teachers attend PD's whose focus is on ELD standards. Our EL Coordinator has implemented a Tiered system of intervention this year to make meeting the needs of our EL students more efficient, and more data driven (tracking their progress over 6 week periods of intervention. For instance, students who enroll in Tier III intervention attend skill remediation with a credentialed English Teacher (also our Title I Coordinator), and receive a support plan which conveys to teachers the required supports for each student. Additionally, our teachers use the ELD component of study sync and share a writing curriculum. Finally, our school is very proud of its AP passing rate. Last year 33.6% of students who took the AP exam passed with a score of a 3 or higher. Our teachers are required to attend AP training and workshops in order to continue to grow and improve their instruction. AP teachers administer practice AP tests on Saturday to help prepare/familiarize students with the AP exam. Additionally, our AP calculus students go to an AP camp, where they spend 2 days practicing and reviewing for the actual AP exam. Finally, all AP students have access to the online Revolution K-12 AP preparation course for four weeks as a preparatory tool for their exam.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. In order to maintain or build upon this success, we plan to improve our intervention program, share assessment calendar among teachers and resource staff to improve student access to curriculum, provide EL PD in our meetings (strategies shared with gen. ed. Teachers), and the continued use of POWER/ELD classes. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 3%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study**:** 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 75%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: XXX, YYY, and ZZZ.	$1,826,374 Teacher salaries (1000)(Base); $768,586 Benefits (3000)(Base); $25,000 Field trip expenses (5000)(Base)	$1,285,500 Teacher salaries (1000)(Base); $548,872 Benefits (3000)(Base); $11,500 Field trip expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $60,000 Benefits (3000)(Base)	$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $60,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	$85,000 1 Accelerated/Advanced Math teacher salary and benefits	$85,000 1 Accelerated/Advanced Math teacher salary and benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	$60,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,500 Computers; $78,500 Technology expenses	$50,000 1 IT staff salary (2000)(Base); $10,000 Benefits (3000)(Base); $110,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $5,087 Computers; $37,018 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our STEAM program has been effective as measured by our progress towards our student body participation in STEAM focused projects, experiment, model or demo. A significant step toward helping our students achieve their maximum potential involves providing challenging and curriculum relevant STEAM competitions. Last year and this year, our students participated in yet another successful competition (STEAM EXPO), which allowed for all MPS wide and Southern California residents to attend STEAM events to explore STEAM through projects, demonstrations, visual and performing arts performances, and robotics competitions. Two of our STEAM educators received awards for their contributions to our communities. Additionally, MSA 1 hosted an annual STEAM festival at our school site, to help showcase students' research projects and invite parents and community members to share in their success. MSA has a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. We were ranked 127th in the World out of more than 18000 teams. This year, our Robotics team, MAGNOBOTS, has expanded to 3 teams. The ranking data and participation data reflects that our students are expanding their role in STEAM community. Our STEAM participation has also spread into the classroom through more STEAM oriented projects. In our 7th grade history class this year, the teacher implemented a project where students researched a Renaissance Invention and then built a working model of that invention that involved engineering working parts. In our goal to move students toward STEAM participation, projects in all subject areas that speak to science, technology, engineering, and math are important for enriching our students' STEAM experiences. Our teachers all use technology, and this history project was a step toward integrating more engineering experiences in our humanities curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 3 By the end of 2017-18 (Planned): 4
Number of ELAC meetings per year: 4	Current: 4
Number of PTF meetings per year: 4	Current: 7
Number of activities/events for parent involvement per year: 5	Current: 5
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	4
Percentage of students who have been home-visited by the teachers per year: 21%	2016-17 (Baseline): 25% 2017-18 (Current): 41% 2017-18 (End of year Planned): 41%
ADA rate: 97%	2016-17 (Baseline): 97% 2017-18 (Current): 97% 2017-18 (End of year: 97%

Expected	Actual	
	Projected)	
Chronic absenteeism rate: 8%	2016-17 (Baseline)	10%
	2017-18 (Current)	8%
	2017-18 (End of year Projected)	7%
Middle school dropout rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
High school dropout rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2016-17 (Baseline)	98%
	2017-18 (End of year Projected)	100%
Student suspension rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
Student expulsion rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%

Expected	Actual
School experience survey participation rates will be:	School experience survey participation rates are:

Students:	90%
Families:	85%
Staff:	75%

Students:	93%
Families:	100%
Staff:	98%

School experience survey average approval rates will be:	School experience survey average approval rates are:

Students:	85%
Families:	95%
Staff:	85%

Students:	62%
Families:	91%
Staff:	86%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
parent conferences to promote parental participation in programs.	You can add more events here that promote parental participation.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$19,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and	$60,000 Edge Coach (1000)(S&C); $15,000 Benefits (3000)(S&C);	$60,000 Edge Coach (1000)(S&C); $15,000 Benefits (3000)(S&C);

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
families. Academic and social-emotional support will be provided to address student needs.	social-emotional support to address student needs.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$90,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $30,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$65,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $20,000 Benefits (3000)(Base); $1,500 ParentReach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$79,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$55,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; After school is providing the credit recovery program.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$75,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$75,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services to create school connectedness have been effective as measured by our progress towards MSA's annual measurable outcomes. Our suspension rate is zero percent and this is due in part to having a Positive Behavior System in place. The positive reinforcement system helps augment student motivation to behave and holds them more accountable for their actions. The rewards chart is prominently displayed throughout school and serves as a daily reminder to students to work towards earning positive points. Students are able to earn positive points by following school rules, uniform compliance, teacher assistance, performing extra activities, helping to clean up, remembering to turn in their behavior slips, and by earning "caught being good" cards. Once a student has accumulated a certain number of points, he or she can earn a pass to the gym, a free dress day, or get access to WI-FI. Additionally, students are well aware of our school's policies and sign a contract (Student/Parent handbook) stating that they read and understood all school rules. This ensures that they know what is expected of their behavior and also understand the consequences if and when rules are broken. Our "connectedness" is strong because our policies create reinforcement for positive contributions to our school-students share a responsibility to contribute to our campus' atmosphere. Currently, our graduation rate is 98.4%. This success is due in part to the individualized attention we give to our high school students. Our College counselor creates a 4 year graduation plan for each of our students and keeps track of their classes during their high school years. We also hold parent information nights to inform parents about college, financial aid, and the application process. The sharing of information helps parents to connect and support their children. Additionally, English teachers support all 62 of our seniors in writing a personal statement and are involved in all aspects of their graduation process, and share in the success of our graduates' acceptance to a 4 year university or a private college. This creates a sense of connectedness between students, parents and staff. Our overall survey 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: **2018–19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 180 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Continue using Teachboost for teacher evaluations
- Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Navience to maintain the effectiveness of the “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

 To ensure teachers are appropriately assigned and fully credentialed

 To ensure students have sufficient access to standards-aligned instructional materials

 To ensure school facilities are maintained in good repair

Priority 2:

 To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

 To ensure EL students make annual progress in learning English

 To ensure our students are college/career ready

Priority 8:

 To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing proficient on the CAASPP-ELA/Literacy	2016-17 (Baseline): All Students: 42% English Learners: 0% Socioeconomically	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 3	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5	2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessments (Grades 3-8):	Disadvantaged: 40% Students with Disabilities: 18% Hispanic: 40% White: 60%	percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 5 percentage points up from the prior year	percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 5 percentage points up from the prior year	percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 20.0 points below level 3 English Learners: 70.7 points below level 3 Socioeconomically Disadvantaged: 25.7 points below level 3 Students with Disabilities: 94.7 points below level 3 Hispanic: 25.7 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up	2019-20 (Expected): All Students: 5 points up from the prior year English Learners: 5 points up from the prior year Socioeconomically Disadvantaged: 5 points up from the prior year Students with Disabilities: 5 points up from the prior year Hispanic: 5 points up

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	White: 24.3 points below level 3	from the prior year White: 3 points up from the prior year	from the prior year White: 3 points up from the prior year	from the prior year White: 5 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 44% English Learners: 2% Socioeconomically Disadvantaged: 37% Students with Disabilities: 7% Hispanic: 38% White: 66%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics	2016-17 (Baseline): All Students: 29% English Learners: 4% Socioeconomically	2017-18 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessments (Grades 3-8):	Disadvantaged: 24% Students with Disabilities: 3% Hispanic: 25% White: 51%	percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 46.1 points below level 3 English Learners: 91.6 points below level 3 Socioeconomically Disadvantaged: 55.0 points below level 3 Students with Disabilities: 140.2 points below level 3 Hispanic: 55.6 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	White: 39.0 points below level 3	from the prior year White: 3 points up from the prior year	from the prior year White: 3 points up from the prior year	from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 45% English Learners: 2% Socioeconomically Disadvantaged: 38% Students with Disabilities: 3% Hispanic: 37% White: 65%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or	50%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELPAC				
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	33%	12%	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	80%	78%	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	48%	5 percentage points up from the prior year	5 percentage points up from the prior year	5 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or	25%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
higher				
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	100%	100%	100%	100%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$24,000	$24,000	$24,000
Source	Base	Base	Base
Budget Reference	$7,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$8,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$9,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$434,213	$488,476	$488,476
Source	Base	Base	Base
Budget Reference	$10,000.00 4100-4200 Books $170,867.00 4300-supplies, materials $252,346.00 4400 Equipment	$25,000.00 4100-4200 Books $211,130.00 4300-supplies, materials $252,346.00 4400 4400 - Equipment	$25,000.00 4100-4200 Books $211,130.00 4300-supplies, materials $252,346.00 4400 4400 - Equipment

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We are adding a second campus	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	$160,000	$216,686	$216,686
Source	Base	Base	Base
Budget Reference	$50,000.00 5500 Janitorial Services, $50,000.00 5615 Maintenance, $60,000,00 2900, 3000 Custodian salary & benefits	5615, Repair and Maintenance $66,686.00, 5500, Operation and housekeeping $50,000.00 2900,3000 Janitors salaries and benefits $100,000	5615, Repair and Maintenance $66,686.00, 5500, Operation and housekeeping $50,000.00 2900,3000 Janitors salaries and benefits $100,000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	We only used $20K in 2017-18	We will have more staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$31,500	$21,500	$31,500
Source	Base	Base	Base
Budget Reference	$30,000 Professional Development (5683)(Base); $1,500 TeachBoost fees (5000)(Base);	$20,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base);	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We are increasing our number of the students	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$55,000	$84,814	$72,000
Source	Title I	Title I	Title I
Budget Reference	$40,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C);$2,000.00 EL supplemental materials (4000)(Title I)	$66,814 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $5000 EL supplemental materials (4000)(Title I)	$66,814 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $5000 EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$4,000

Year	2017-18	2018-19	2019-20
Source	S&C	S&C	S&C
Budget Reference	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$105,000	$200,000	$200,000
Source	Title I	Title I	Title I
Budget Reference	$40,000 Intervention teacher salaries (1000)(Title I); $50,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$120,000 2 ntervention teachers salaries (1000)(Title I);$50,000 Two teacher aide salaries (2000)(Title I); $30,000 Benefits (3000)(Title I)	$120,000 2 ntervention teachers salaries (1000)(Title I);$50,000 Two teacher aide salaries (2000)(Title I); $30,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$30,000	$30,000
Source	ASES	ASES	ASES
Budget Reference	$20,000 Three teacher stipends (1000)(ASES)	$30,000 Three teacher stipends (1000)(ASES)	$30,000 Three teacher stipends (1000)(ASES)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Added a new Title 1 Math person	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$242,500	$342,500	$342,500
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$190,000 Two deans of academics and 1 Title-I coordinator salaries (1000)(Base); $40,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)$15,000 Three teacher stipends (1000)(ASES)	$270,000 Two deans of academics and two Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$270,000 Two deans of academics and two Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$79,000	$80,600	$80,600
Source	Base	Base	Base
Budget Reference	$64,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$65,000 College Counselor salary (1000)(Base); $15,600 Benefits (3000)(Base)	$65,000 College Counselor salary (1000)(Base); $15,600 Benefits (3000)(Base)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
Source	Base	Base	Base
Budget Reference	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $3000 AP course materials (3000)(Base)	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1];$3000 AP course materials (3000)(Base)	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $3000 AP course materials (3000)(Base)

Budgeted Expenditures

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

 To increase student access to a broad course of study

 To offer innovative courses and programs

Priority 8:

 To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math	5%	5%	5%	5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,594,960	$2,870,000	$3,130,000

Year	2017-18	2018-19	2019-20
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$1,826,374 Teacher salaries (1000)(Base); $768,586 Benefits (3000)(Base); $25,000 Field trip expenses (5000)(Base)	$2,040,000 Teacher salaries (1000)(Base); $800,000 Benefits (3000)(Base); $30,000 Field trip expenses (5000)(Base)	$2,240,000 Teacher salaries (1000)(Base); $850,000 Benefits (3000)(Base); $40,000 Field trip expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$310,000	$316,000	$322,000
Source	Base	Base	Base
Budget Reference	$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $60,000 Benefits (3000)(Base)	$255,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $61,000 Benefits (3000)(Base)	$260,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $62,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$85,000	$85,000
Source	Base	Base	Base
Budget Reference	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated

Year	2017-18	2018-19	2019-20
	Expense: See Goal 2: Action 1]	Expense: See Goal 2: Action 1]	Expense: See Goal 2: Action 1]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$349,000	$349,000	$349,000
Source	Base	Base	Base
Budget Reference	$60,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,500 Computers; $78,500 Technology expenses	$60,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,500 Computers; $78,500 Technology expenses	$60,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,500 Computers; $78,500 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Base	Base	Base
Budget Reference	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

 To seek parent input in making decisions for the Charter School

 To promote parental participation in programs

Priority 5:

 To increase student attendance

 To avoid chronic absenteeism

 To avoid middle school dropout

 To avoid high school dropout

 To increase high school graduation rate

Priority 6:

 To avoid student suspension

 To avoid student expulsion

 To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	4	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	25%	41%	25%	25%
ADA rate	97%	97%	97%	97%
Chronic	10%	8%	7%	6%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
absenteeism rate				
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	98%	100%	100%	100%
Student suspension rate	0%	0%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 90% Families: 85% Staff: 75%	Students: 90% Families: 100% Staff: 98%	Students: 90% Families: 95% Staff: 85%	Students: 90% Families: 95% Staff: 85%
School experience survey average approval rates	Students: 60% Families: 85% Staff: 75%	Students: 65% Families: 90% Staff: 80%	Students: 66% Families: 91% Staff: 86%	Students: 67% Families: 92% Staff: 87%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000

Year	2017-18	2018-19	2019-20
Source	Title I	Title I	Title I
Budget Reference	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$6,500
Source	Base	Base	Base
Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense:	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense:	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense:

Year	2017-18	2018-19	2019-20
	See Goal 1: Action 9]	See Goal 1: Action 9]	See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
at their homes to discuss student progress and enhance student learning and involvement.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
Source	Title I	Title I	Title I
Budget Reference	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$165,000	$165,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$60,000 Edge Coach (1000)(S&C); $15,000 Benefits (3000)(S&C);	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C); $60,000.00 Edge	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching

Year	2017-18	2018-19	2019-20
		Coaching Salary (1000)(S&C), $15,000 Benefits (3000)(S&C)	(5000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$121,500	$181,500	$181,500
Source	Base	Base	Base
Budget Reference	$90,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $30,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$80,000	$80,000
Source	Base	Base	Base
Budget Reference	$80,000 College counselor salary and benefits (1000)(3000)(Base)	$80,000 College counselor salary and benefits (1000)(3000)(Base)	$80,000 College counselor salary and benefits (1000)(3000)(Base)

Year	2017-18	2018-19	2019-20
	[Duplicated Expense: See Goal 1: Action 10];	[Duplicated Expense: See Goal 1: Action 10];	[Duplicated Expense: See Goal 1: Action 10]

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We are adding one more dean due to increase of the students' number	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$180,000	$85,000
Source	Base	Base	Base
Budget Reference	$75,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$150,000 2 Dean of Students (1000)(Base); $30,000 Benefits (3000)(Base)	$150,000 2 Dean of Students (1000)(Base); $30,000 Benefits (3000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000
Source	Base	Base	Base
Budget Reference	$3,000 PD on PBIS, restorative practices, classroom management	$3,000 PD on PBIS, restorative practices, classroom management	$3,000 PD on PBIS, restorative practices, classroom management

Year	2017-18	2018-19	2019-20
	(5000)(Base)	(5000)(Base)	(5000)(Base)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students,	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
parents, and staff.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,658,081	32.24 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

♣ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

♣ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

♣ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and

listening, and academic vocabulary.

♣ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

♣ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

♣ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

♣ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

♣ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	Steven Keskinturk, Principal	skeskinturk@magnoliapublicschools.org (818) 758-0300

2018-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others." MSA-2 currently has 470 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

MSA-2currently has 470 students in grades 6-12, and mainly draws enrollment from Van Nuys, Reseda, and Lake Balboa, CA and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves faces economic challenges. MSA-2 has a diverse enrollment, including 80% Hispanic/Latino, 8% White, 91% Socioeconomically Disadvantaged, 18% Special Education, and 12% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students

through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

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

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

 Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College

 In the last year, our growth of satisfaction rates in staff and parent surveys went from 85% favorable to 94% favorable (9% increase), and 81% favorable to 87 % favorable (6% increase), respectively.

 The need to continue our improvements in designated/integrated English Learner services

 Providing counseling and positive behavior intervention support services to our students

 Continue using teacher evaluation system 'teachboost'

 Our overall proficiency on the SBAC in Math significantly increased by 20.3 points.

 98% graduation rate; college bound high school students.

 Named by U.S. News World Report the 218th top-performing high schools in California with a Silver Medal.

 We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. Our Robotics team represented California in the 2018 VEX National Robotics Competition in Iowa.

 Classes using blended learning effectively

 The full inclusion of your special education students

 Professional development around explicit direct instruction

Review of Performance

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

Greatest Progress

MSA-2 has a 98% graduation rate. To maintain this high rate, we will continue to track student diploma requirements throughout the four years. Students are able to recover any missing credit during summer or regular terms. Students are able to take college courses on MSA2 campus or at college campus to earn dual-enrollment credits and move ahead with their requirements.

MSA-2's suspension rate has been very low. We will implement Positive Behavior Intervention System to promote positive behavior and culture.

The English Learner Progress have also been very high. We will continue to support our English Learners in designated classes as well as in core classes.

This year, MSA-2 students have shown significant improvement in overall and subgroup math scores. Students will continuously receive intervention support in regular classes. Extended learning, such as after school tutoring and Saturday school, will continue to be available to those students who need extra support.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The overall English Language Art scores have declined by 3.9 points. Detailed report shows that the socioeconomically disadvantaged and English learner subgroups had a decline, students with disabilities maintained their score and white students have increased their scores significantly. To support teachers and students, we will use different resources to target student needs. We will use online resources like MobyMax, Vocabulary.com, Readworks, and NewsELA to differentiate and target intervention. We will also support teachers on implementing the Study Sync curriculum to maximize student learning. We will use the interim assessments (IAB and ICA) regularly to have students practice and use the data to tailor instruction.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Under the English Language Arts indicator, the English Learner and students with disabilities subgroups have scored lower than the overall average. To support these students, the resource teachers will work with the general education teachers to identify and target the needs of any students who will benefit from accommodations. Students will be given proper settings on the SBAC test to meet their needs. Study skill programs will be given to all students to teach basic skills like test taking strategies. The English Language Development Coordinator will also work with teachers to provide strategies on how to make the curriculum accessible to these students.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

 Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings such as Second Cup of Coffee with Principal, ELAC, SSC, and PTF.

 EL students will continue to receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.

 Charter School will continue to provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

 Charter School will continue to provide academic supports and remediation, counseling, and social-emotional support to our students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 6,006,454
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 4,925,818

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 2,908,500

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%

Expected

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):

2017-18 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	33%
English Learners:	3%
Socioeconomically Disadvantaged:	32%
Students with Disabilities:	8%
Hispanic:	29%
White:	71%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	5 points up from the prior year
English Learners:	5 points up from the prior year
Socioeconomically Disadvantaged:	5 points up from the prior year
Students with Disabilities:	5 points up from the prior year
Hispanic:	5 points up from the prior year
White:	5 points up from the prior year

Actual

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-ELA/Literacy assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	49.7 points below level 3
English Learners:	91.6 points below level 3
Socioeconomically Disadvantaged:	51.4 points below level 3
Students with Disabilities:	127.9 points below level 3
Hispanic:	57.0 points below level 3
White:	5.3 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2017-18 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Reading assessment and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	52%
English Learners:	48.3%
Socioeconomically Disadvantaged:	51.5%
Students with Disabilities:	48.3%
Hispanic:	51.0%
White:	61.9%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2017-18 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	24%
English Learners:	0%
Socioeconomically Disadvantaged:	24%
Students with Disabilities:	6%
Hispanic:	21%
White:	52%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	5 points up from the prior year
English Learners:	5 points up from the prior year
Socioeconomically Disadvantaged:	5 points up from the prior year
Students with Disabilities:	5 points up from the prior year
Hispanic:	5 points up from the prior year
White:	5 points up from the prior year

Actual

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-Mathematics assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	62.3 points below level 3
English Learners:	111.6 points below level 3
Socioeconomically Disadvantaged:	62.7 points below level 3
Students with Disabilities:	102.9 points below level 3
Hispanic:	68.3 points below level 3
White:	35.0 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2017-18 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Mathematics assessment and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	45.6%
English Learners:	50.0%
Socioeconomically Disadvantaged:	45.8%
Students with Disabilities:	45.8%
Hispanic:	45.4%
White:	40%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected	Actual
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 86.7% 2017-18 (Projected): Maintain
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	2016-17 (Baseline): 4.8% 2017-18 (Projected): 15.2 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%	2016-17 (Baseline): 79% 2017-18 (End of first semester): 78% 2017-18 (End of second semester Projected): 80%
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year	2017-18 SBAC data is not available at this time. The following table shows 2016-17 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2017-18. 2016-17 (Baseline): 49% 2017-18 (Projected): 6 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2016-17 (Baseline): 65.2% 2017-18 (Projected): 50%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2016-17 (Baseline): 91% 2017-18 (Projected): 4 percentage points up from the prior year

Expected	Actual
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 86%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year	2016-17 (Baseline) 15% 2017-18 (Actual) 15%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$24,000 BTSA expenses (5000)(Base); $6,000 EL authorization expenses (5000)(Base)	$15,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	"$80,000 Books (4100-4200); $77,000 Supplies, materials (4300), $36,000 Equipment (4400)"	"$10,944 Books (4100-4200); $74,199 Supplies, materials (4300), $14,196 Equipment (4400)"

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$50,000 Janitorial Services (5500), Maintenance (5615), Custodian salary & benefits (2900, 3000)	$12,803 Janitorial Services (5500), $32,134 Maintenance (5615), $60,000 Custodian salary & benefits (2900, 3000)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$70,000 Professional Development (5800); $7,500 TeachBoost fees, MAP Testing (5000)	$32,896 Professional Development (5800); $3,000 TeachBoost fees, MAP Testing (5000)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$5,000 Focused PD on ELD standards (5863) $20,000 EL supplemental materials (4000)(Title I)	$5,000 Focused PD on ELD standards (5863) $20,000 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$5,000 Professional Development on ELD strategies (5863)(S&C)	$3,000 Professional Development on ELD strategies (5863)(S&C)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$35,000 Intervention teacher salaries (Math and English Teachers) (1000)(Title I)	$35,000 Intervention teacher salaries (Math and English Teachers) (1000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$37,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)	$30,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	Duplicate of Goal 2, Action 2	Duplicate of Goal 2, Action 2

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Spanish, AP World History, AP Biology, AP English Language, AP Computer	$85,000.00 1100 AP teacher add-on salaries 4300 AP Course materials 5863 AP workshops, test fees	$85,000.00 1100 AP teacher add-on salaries 4300 AP Course materials 5863 AP workshops, test fees

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	$70,000.00 1100 Advisory/ College Readiness teacher salaries 4320 Naviance College readiness 3010 Myon	$70,000.00 1100 Advisory/ College Readiness teacher salaries 4320 Naviance College readiness 3010 Myon

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The math SBAC scores have increased significantly. The CCSS aligned curriculum and the online resources have helped teachers prepare standard based lessons and target intervention based on the needs of students.

Saturday school structure has been changed to meet the needs of the students who need the one-on-one support. The program helped students pass their classes and improve their scores on MAP and SBAC tests.

Dual-enrollment opportunities are not limited to courses students can take at college campuses. The participation rate for the on-campus college course is above the expected number. Next year we will increase the number of courses offered on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are adding a School Psychologist to our staffing to support students with their socially and emotionally needs. Other than this, we only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 3%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study**:** 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 75%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest.	$1,677,509.00 1100 -3000 Teacher salaries and benefits	$1,304,897.00 1100 -3000 Teacher salaries and benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$80,000.00 1100, 1300 Deans of Academics	$80,000.00 1100, 1300 Deans of Academics

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	Duplicated expense, included in Goal 2 Action 1	Duplicated expense, included in Goal 2 Action 1

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	$90,000.00 $70,000.00 Computer/ Technology teacher salaries & benefits (1100) $20,000.00 Focused PD on Blended Learning (5863)	$90,000.00 $70,000.00 Computer/ Technology teacher salaries & benefits (1100) $20,000.00 Focused PD on Blended Learning (5863)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$15,000.00 $10,000.00 4325 Instructional Materials $5,000.00 5814 Academics competitions	$10,000.00 4325 Instructional Materials $16,306.00 5814 Academics competitions

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc.

Our VEX Robotics team represented California in the 2018 VEX National Robotics Competition in Iowa.

Our advanced math pathway includes students from grades 6th-8th who will be able to take high school math courses as early as seventh grade. These students are selected by their performance in their SBAC and MAP testing as well as maintaining a high grade in their math class.

MSA-2 students have competed in various academic competitions including LA City Math College Competition, MathCounts, and AMC8.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 4
Number of ELAC meetings per year: 4	Current: 4
Number of PTF meetings per year: 4	Current: 4
Number of activities/events for parent involvement per year: 5	Current: 44 By the end of 2017-18 (Planned): 45
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	Current: 3 By the end of 2017-18 (Planned): 4
Percentage of students who have been home-visited by the teachers per year: 25%	2016-17 (Baseline): 26% 2017-18 (Current): 17% 2017-18 (End of year Planned): 25%
ADA rate: 97%	2016-17 (Baseline): 96.4% 2017-18 (Current): 95% 2017-18 (End of year Projected): 95%

Expected	Actual
Chronic absenteeism rate: 8%	2016-17 (Baseline): 13.2% 2017-18 (Current): 11.6% 2017-18 (End of year Projected): 11.6%
Middle school dropout rate: 0%	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
High school dropout rate: 0%	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
Four-year cohort graduation rate: 100%	2016-17 (Baseline): 92.1% 2017-18 (End of year Projected): 95%
Student suspension rate: 0%	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
Student expulsion rate: 0%	2016-17 (Baseline): 0.21% 2017-18 (Current): 0.2% 2017-18 (End of year Projected): 0.2%
School experience survey participation rates will be: Students: 90% Families: 85% Staff: 75%	School experience survey participation rates are: Students: 89% Families: 100% Staff: 95%

Expected	Actual
School experience survey average approval rates will be:	School experience survey average approval rates are:

Students:	85%
Families:	95%
Staff:	85%

Students:	72%
Families:	91%
Staff:	83%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$10,000.00 4720 Other food	$2,091 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	$10,000.00 4720 Other food	$2,091 Parent meeting expenses (4000)(Title I)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$35,000.00 5887 CoolSIS	$25,000.00 5887 CoolSIS

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$20,000.00 3010 Home-visit stipends	$20,000.00 3010 Home-visit stipends

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$140,000.00 1100 Dean of Culture and Life Skills teacher salary & benefits	$140,000.00 1100 Dean of Culture and Life Skills teacher salary & benefits

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$55,000.00 1100 Attendance clerk salary & benefits	$55,000.00 1100 Attendance clerk salary & benefits

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$10,000.00 Fuel Ed and APEX credit recovery course fees	$10,000.00 Fuel Ed and APEX credit recovery course fees

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$80,000.00 1100 Dean of Students salary & benefits	$80,000.00 1100 Dean of Students salary & benefits

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$15,000.00 5863 Teacher PD on classroom management	$15,000.00 5863 Teacher PD on classroom management

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$5,000.00 5822 Panorama Education	$2,000.00 5822 Panorama Education

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services to create school connectedness have been effective as measured by progress towards our annual measurable outcomes. We initiated a Positive Behavioral Interventions and Supports (PBIS) Team this year in partnership with LACOE where we have sent our coach and administrators to 6 full-day trainings, including 3 full-day trainings with our PBIS support team members. As part of this program, a new behavioral matrix was created for school wide settings which match our new "Be RAD" behavioral expectations program (Be Respectful Attentive Dependable). Another element of connection built into the school is the ASB student government who are elected by their peers to serve in leadership roles and who provide recommendations for the school. Amongst these recommendations was including an off-site extended lunch time reward incentive program for 11th graders that was piloted this year based upon students passing all of their classes, having no tardiness, and being compliant with uniform and electronics expectations each week. In addition, students from all grade levels were awarded weekly free dress passes for following uniform, truancy, and electronics expectations throughout the year. An additional aspect of connection was a 6th grade anti-bullying and self-esteem workshop which was taught by 2 high school students twice per week based on student feedback in surveys during the Spring semester. Additionally, we have a peer mentorship program which offers middle school students a high school mentor to build their social-emotional support through connection with another student on campus. Our Discipline/Reflection Committee helps provide alternatives to suspension to students who have made certain infractions which provide reintegration plans that include recommended steps such as volunteer services, parent/student workshops, counseling services, reflection essay writing, after school program involvement and other interventions an alternative to suspension in accordance with Restorative Justice practices. These programs help students build connection with their community, their school, their families, and the ones they have wronged to help build their self-confidence and learn replacement behaviors. In additional, students and their families participate in mediations following verbal or physical altercations. Parents have open access to the administration during weekly Coffee with the Principal meetings where they are able to share their concerns and have their questions addressed on an ongoing basis to build connection with the School Beyond this, we have Parent College which takes place on weekends supporting parents with the necessary steps for their children to be able to attend universities and colleges, as well as hosting college visits with families. All of these programs are monitored by regular feedback meetings and through surveys which are given to show connection effectiveness. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention suspension rate, ADA rate, graduation rate, and survey average approval rates, etc. to demonstrate school connectedness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: **2018–19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including weekly Coffee with the Principal meetings on Friday's, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school

improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 100 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Continue using Teachboost for teacher evaluations
- Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Navience to maintain the effectiveness of the “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

 To ensure teachers are appropriately assigned and fully credentialed

 To ensure students have sufficient access to standards-aligned instructional materials

 To ensure school facilities are maintained in good repair

Priority 2:

 To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

 To ensure EL students make annual progress in learning English

 To ensure our students are college/career ready

Priority 8:

 To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline): All Students: 33% English Learners: 3% Socioeconomically Disadvantaged: 32% Students with Disabilities: 8% Hispanic: 29% White: 71%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 49.7 points below level 3	All Students: 5 points up from the prior year	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year
	English Learners: 91.6 points below level 3	English Learners: 5 points up from the prior year	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year
	Socioeconomically Disadvantaged: 51.4 points below level 3	Socioeconomically Disadvantaged: 5 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year
	Students with Disabilities: 127.9 points below level 3	Students with Disabilities: 5 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year
	Hispanic: 57.0 points below level 3	Hispanic: 5 points up from the prior year	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year
	White: 5.3 points below level 3	White: 5 points up from the prior year	White: 3 points up from the prior year	White: 3 points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 52% English Learners: 46.3% Socioeconomically Disadvantaged: 51.5% Students with Disabilities: 48.3% Hispanic: 51.0% White: 61.9%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 24% English Learners: 0% Socioeconomically Disadvantaged: 24% Students with Disabilities: 6% Hispanic: 21% White: 52%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 62.3 points below level 3 English Learners: 111.6 points below level 3 Socioeconomically Disadvantaged: 62.7 points below level 3 Students with Disabilities: 102.9 points below level 3 Hispanic: 68.3 points below level 3 White: 35.0 points below level 3	2017-18 (Expected): All Students: 5 points up from the prior year English Learners: 5 points up from the prior year Socioeconomically Disadvantaged: 5 points up from the prior year Students with Disabilities: 5 points up from the prior year Hispanic: 5 points up from the prior year White: 5 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 45.6% English Learners: 50.0% Socioeconomically Disadvantaged: 45.8% Students with Disabilities: 45.8% Hispanic: 45.4% White: 40.0%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	88.7%	Maintain	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	4.8%	15.2 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	79%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	49%	6 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	65.2%	Maintain	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	91%	4 percentage points up from the prior year	Maintain	Maintain
Percentage of students in grades 9-11 who will participate in the PSAT test	86%	9 percentage points up from the prior year	Maintain	Maintain
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	15%	Maintain	Maintain	Maintain

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
review master schedule/teacher assignments to ensure compliance.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$26,000	$26,000
Source	Base	Base	Base
Budget Reference	$24,000 BTSA expenses (5000)(Base); $6,000 EL authorization expenses (5000)(Base)	$20,000 BTSA expenses (5000)(Base); $6,000 EL authorization expenses (5000)(Base)	$20,000 BTSA expenses (5000)(Base); $6,000 EL authorization expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$250,000	$280,000	$280,000
Source	Base	Base	Base
Budget Reference	$80,000 Books (4100-4200); $77,000 Supplies, materials (4300), $36,000 Equipment (4400)	$30,000 Books (4100-4200); $115,000,199 Supplies, materials (4300), $135,000 Equipment (4400)	$30,000 Books (4100-4200); $115,000,199 Supplies, materials (4300), $135,000 Equipment (4400)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$127,000	$127,000
Source	Base	Base	Base
Budget Reference	Janitorial Services (5500), Maintenance (5615), Custodian salary & benefits (2900, 3000)	$17,000 Operation and housekeeping (5500), $50,000 Repair and Maintenance (5615), $60,000 Janitors salary & benefits (2900, 3000)	$17,000 Operation and housekeeping (5500), $50,000 Repair and Maintenance (5615), $60,000 Janitors salary & benefits (2900, 3000)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$77,500	$43,000	$43,000
Source	Base	Base	Base
Budget Reference	$70,000 Professional Development (5800); $7,500 TeachBoost fees, MAP Testing (5000)	$40,000 Professional Development (5800); $3,000 TeachBoost fees, MAP Testing (5000)	$40,000 Professional Development (5800); $3,000 TeachBoost fees, MAP Testing (5000)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$75,000	$75,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$5,000 Focused PD on ELD standards (5863); $20,000 EL supplemental materials (4000)(Title I)	"$60,000 EL Coordinator salary (1000)(S&C); $10,000 Benefits (3000)(S&C); $5000 EL supplemental materials (4000)(Title I)	"$60,000 EL Coordinator salary (1000)(S&C); $10,000 Benefits (3000)(S&C); $5000 EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$4,000	$4,000
Source	S&C	S&C	S&C
Budget Reference	$5,000 Professional Development on ELD strategies (5863)(S&C)	$4,000 Professional Development on ELD strategies (5863)(S&C)	$4,000 Professional Development on ELD strategies (5863)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$170,000	$170,000
Source	Title I	Title I	Title I
Budget Reference	$35,000 Intervention teacher salaries (Math and English Teachers) (1000)(Title I)	$120,000 2 Intervention teachers' salaries (1000)(Title I); $30,000 Benefits (3000)(Title I)	$120,000 2 Intervention teachers' salaries (1000)(Title I); $30,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,000	$45,000	$45,000
Source	ASES	ASES	ASES
Budget Reference	$37,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)	$45,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)	$45,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$252,500	$252,500
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	Duplicate of Goal 2, Action 2	"$200,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); $40,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000); $6,000 MAP testing fees (5000)(Title I)	"$200,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); $40,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000); $6,000 MAP testing fees (5000)(Title I)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$70,000	$70,000
Source	Base	Base	Base
Budget Reference	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$25,000	$25,000
Source	Base	Base	Base
Budget Reference	1100 AP teacher add-on salaries 4300 AP Course materials 5863 AP workshops, test fees	1100 AP teacher add-on salaries 4300 AP Course materials	1100 AP teacher add-on salaries 4300 AP Course materials

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	1100 Advisory/ College Readiness teacher salaries; 4320 Naviance College readiness; 3010 Myon	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

 To increase student access to a broad course of study

 To offer innovative courses and programs

Priority 8:

 To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	12%	10%	10%	10%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,677,509	$2,865,000	$2,865,000
Source	Base	Base	Base
Budget Reference	1100 -3000 Teacher salaries and benefits	$2,040,000 Teacher salaries (1000)(Base); $800,000 Benefits (3000)(Base); $25,000 Field trip expenses (5000)(Base)	$2,040,000 Teacher salaries (1000)(Base); $800,000 Benefits (3000)(Base); $25,000 Field trip expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$305,000	$305,000
Source	Base	Base	Base
Budget Reference	1100, 1300 Deans of Academics	$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $55,000 Benefits (3000)(Base)	$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $55,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$85,000	$85,000
Source	Base	Base	Base
Budget Reference	Duplicated expense, included in Goal 2 Action 1	1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$288,500	$288,500
Source	Base	Base	Base
Budget Reference	$70,000.00 Computer/Technology teacher salaries & benefits (1100) $20,000.00 Focused PD on Blended Learning (5863)	"$40,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,000 Computers; $68,500 Technology expenses	"$40,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,000 Computers; $68,500 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$10,000	$10,000
Source	Base	Base	Base
Budget Reference	$10,000.00 4325 Instructional Materials, $5,000.00 5814 Academics competitions	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:

- To avoid student suspension
- To avoid student expulsion

 To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	4	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	25%	25%	25%	25%
ADA rate	97%	97%	97%	97%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	10%	8%	7%	6%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	98%	95%	100%	100%
Student suspension rate	0.2%	0%	0%	0%
Student expulsion rate	0.2%	0%	0%	0%
School experience survey participation rates	Students: 83% Families: 95% Staff: 94%	Students: 85% Families: 85% Staff: 85%	Students: 85% Families: 85% Staff: 85%	Students: 85% Families: 85% Staff: 85%
School experience survey average approval rates	Students: 63% Families: 90% Staff: 80%	Students: 85% Families: 85% Staff: 85%	Students: 85% Families: 85% Staff: 85%	Students: 85% Families: 85% Staff: 85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Title I	Title I	Title I
Budget Reference	4720 Other food	$10,000 Parent meeting expenses (4000)(Title I)	$10,000 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	4720 Other food	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
level.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$6,500	$6,500
Source	Base	Base	Base
Budget Reference	$35,000.00 5887 CoolSIS	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$20,000	$20,000
Source	Title I	Title I	Title I
Budget Reference	$20,000.00; 3010 Home-visit stipends	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$140,000	$85,000	$85,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	"$140,000.00; 1100 Dean of Culture and Life Skills teacher salary & benefits	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C)	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$55,000	$192,500	$192,500
Source	Base	Base	Base
Budget Reference	$55,000.00; 1100 Attendance clerk salary & benefits	$140,000; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $50,000 Benefits (3000)(Base); $2,500 ParentReach notification program	$140,000; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $50,000 Benefits (3000)(Base); $2,500 ParentReach notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$100,000	$100,000
Source	Base	Base	Base
Budget Reference	$10,000.00; Fuel Ed and APEX credit recovery course fees	$80,000; College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $20,000 Recovery Program	$80,000; College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $20,000 Recovery Program

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We will add one more dean of students See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$180,000	$180,000
Source	Base	Base	Base
Budget Reference	$80,000.00 1100 Dean of Students salary & benefits	$150,000 2 Dean of Students salary (1000)(Base); $30,000 Benefits (3000)(Base)	$150,000 2 Dean of Students salary (1000)(Base); $30,000 Benefits (3000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Base	Base	Base
Budget Reference	$15,000.00; 5863 Teacher PD on classroom management	$15,000.00; 5863 Teacher PD on classroom management	$15,000.00; 5863 Teacher PD on classroom management

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$5,000.00; 5822 Panorama Education	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,218,969	33.12 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,047,652	29.19 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Shandrea Daniel, Principal	sdaniel@magnoliapublicschools.org (310) 637-3806

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy -3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space collocating with Curtis Middle in Carson, California, under proposition 39. Currently MSA-3 is serving 465 students from grades 6 through 12 and celebrates its nearly 100% high school graduation rates. Almost 80% of MSA-3 students qualify for a free and reduced lunch program. MSA accepts students on a first come first serve basis.

Our students & parents come from a variety of locations:

44% are from the Carson area.

23% are from the Compton area.

16% are from the Gardena area.

10% are from the Los Angeles area.

7% are from Torrance, Hawthorne, Long Beach/Signal Hill, Lynwood, Wilmington/San Pedro, Dominguez Hills, Harbor City, Bellflower, Lakewood, Bell, Mar Vista, and Riverside.

MSA-3 revolves around its STEAM and college-readiness environment built into our mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a vast range of elective courses, including: science explorers (engineering & science hybrid course), intro to astronomy, computer science, robotics, digital arts, music, choir, creative writing, athletic training and advanced math to name a few.

Each class integrates the use of chromebooks in the curriculum, through Google Classrooms as well as McGraw Hill online platforms such as Studysync. All curriculum is aligned to Common Core State Standards to ensure students are practicing skills in preparation for end-of-the-year Smarter Balanced Assessment Consortium (SBAC) exams. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. NGSS and the new CA Science Framework include Engineering as a Disciplinary Core Idea (DCI) in teaching science. For the past two years, MSA 3 science teachers have been using McGraw Hill Integrated Science (iScience) curriculum that encompasses engineering design and engineering principals in alliance with the national science framework. All students learn about engineering design, technology, and applications of science as part of their core classes.

LCAP Highlights

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

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

Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College.

The need to continue our improvements in designated/integrated English Learner services

Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

Providing counseling and positive behavior intervention support services to our students

Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

1.) This includes having survey satisfaction for over the last 2 years. MSA 3 has 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.

2.) Over 180 Home Visits to meet with parents and students to develop academic and behavior plans to decrease the achievement gap, provide support and mental health services.

3.) 100% Graduation Rate

4.) 2016-2017 Teacher retention was 50%, 2017-2019 our teacher retention rate is 84%. This also can be attested to our new Vice Principal who focuses on Professional Development and teacher satisfaction.

5.) MSA 3 earned the Silver Award for Best High Schools (ranked #209 in Charter High Schools Nationally, #218 in California High Schools, and #1200 in National Rankings).

Review of Performance

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

Greatest Progress

Which progress and data are you most proud of? If the performance of All Students is Green or Blue or any student group has a performance color of Green or Blue, you may mention it here. Or if any student group received a High status or showed improvement. Not just in ELA/math, but also check college, graduation, suspension, etc., or local indicators (MAP, STEAM, etc.) You may refer to survey data as well, but this section is primarily for the Dashboard data. Which actions will you maintain that helped with this success, such as the core curriculum, Intervention programs, PD, other actions and strategies you want to maintain?
• College/Career Readiness:
o 100% Graduation, 98% filled out FAFSA for college financial aid, 42 out of 43 seniors applied to college. College readiness course for seniors to plan career, college and future plans.
o 50% are attending UC, CSU, Private, HBCU, over 50 college acceptances. 60% on honor roll, high honor roll. 25% of our Seniors are graduating with a State Seal of Bi-literacy.
o MyOn reading report shows growth in Lexile reading level, went from 638 in 2016-2017 to 698 at the end of 2017-2018.
o SBAC: ELA 42% met or exceeded standards. Middle School Math distance from level 3 reduced from -73 to -59 (14 points).
o Using Common Core Standards and Curriculum, SSR to build reading skills and power Math and English classes to help with intervention
o MAP Data-test in the Fall of 2017, waiting on results from Spring 2018.
o English learner coordinator on site to assist student,; reclassified 4 students. 15% of our EL population.

• Suspension & School Climate:
o California Dashboard-Our Suspension rate is low, green.
o CIF & SRLA Induction
o 1st Place in Robotics Competition-Saturday's event at LEGOLAND, FLL CUP Robotics competition, went very well. There were 62 teams from southern California.
o MPS STEAM Expo Lego robotics team earned 2nd place and our science students who can and two 6th grade female students took home first place in the physical science category.
o MTSS Grant $50,000 for 2018-2019
o 2 seniors won Non-Profit Fundraiser Project in Economics
• Teacher won Teacher of the Year for City of Carson

Power Math and Power English are offered, Saturday School, Home visits are scheduled for lowest performing and mid-range students. Tutoring four days a week. We use interim block assessments and interim comprehensive exams to review where students are and have teacher reteach/review the concepts most students missed. Teachers use Khan Academy/Moby Max Math for students to receive individualized instruction. English curriculum includes StudySync and Illuminate standards based practice exams. In Math, MobyMax and Aleks are used to help allow students to build content skills.

MyOn to help students reading levels through dedicated SSR (Silent Sustained Reading). Students who are reading at grade level books and scoring above 70% on quizzes receives incentives. This keeps the motivation high among students to read more. To create ownership, we had three goal setting sessions where students set goals for their classes, as well as for their SBAC Math/ELA tests.

To maintain our graduation rate, we are holding sessions for students to check on graduation requirements and plan for next year in terms of which electives/APs they will take. In addition, students identify if they need credit recovery. Dean of Academics meet with those students for an individualized plan for graduation and follows up with them quarterly.

We have more social-emotional support through our full-time therapist and edge coach to help students learn executive function skills, anger management and impulse control.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Suspension rate needs attention: We are in a PBIS Professional Development program for three years with LACOE. Restorative practices will be implemented.

Orange in Academics: English SBAC is 42%, which is a 2% increase from prior year. 20% met or exceeded the Math standards.

English and Math SBAC prep, Interim assessments happen regularly and professional development data days are coordinated by the Vice Principal and Dean of Academics every 6 weeks to help our teachers focus on students who need the most support.

Based on survey results: Students have to improve in all topics (Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms; Safety; Sense of Belonging (School Connectedness); Growth Mindset; Self-Efficacy; Social Awareness). 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.

Professional Development for Teachers: Pacing, Lesson Planning, Summative & Informative Assessment, Differentiating Instruction, Time Management, Cultural Relative Training, Aggressive Replacement Training, study skills for students, writing skills, RTI/MTSS, Special Education resources, and EL strategies in the classroom.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

We have 50% Hispanic and 47% African Americans. African Americans are yellow for suspension rate, students with Disabilities is orange. Need to increase the amount of African American students enrolled in AP courses. Our female students are outperforming their male counterparts in English and Math. Our Sped, and African American students have a performance gap in English and Math. 2018 we will have social worker interns to lead our restorative circles and support groups for students to learn conflict resolution. Students will read the Leader in Me and 7 Habits of Highly Effective teens for ssr and as a school we will review character traits required to decrease suspension rates. We have intervention classes, tutoring, Saturday school to support all groups who are performing the lowest.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings
EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed. Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction. Charter School will provide academic supports and remediation, counseling, and social-emotional support to our students.

Imagine Etiquette & Business Leadership classes for Middle School and High School to help improve self-worth and how to conduct their behavior within the classroom and learn study skills. Qualitative reasoning course to help students build their math skills through chess. Edge Coach/Therapist to help with students facing trauma, and learning how to manage their goals by learning executive functioning skill. Building up our athletic program to help students connect their teambuilding and goal setting skills and increasing their academics to play on sports team. We have CIF and SRLA starting next year. Dual enrollment, power/intervention (MTSS/RTI), social-emotional learning and support is vital.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 6,266,711
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 4,316,315

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 4,911,991

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%</td><td>Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 95%</td></tr>
<tr><td>Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%</td><td>Percentage of students who have sufficient access to standards-aligned instructional materials: 100%</td></tr>
<tr><td>Percentage of items on facility inspection checklists in compliance/good standing: 90%</td><td>Percentage of items on facility inspection checklists in compliance/good standing: 90%</td></tr>
<tr><td>Percentage of state standards implementation for all students: 100%</td><td>Percentage of state standards implementation for all students: 100%</td></tr>
<tr><td>Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):

2017-18 Expected:<table><tr><td>All Students:</td><td>5 percentage points up from the prior year</td></tr><tr><td>English Learners:</td><td>5 percentage points up from the prior year</td></tr><tr><td>Socioeconomically Disadvantaged:</td><td>5 percentage points up from the prior year</td></tr><tr><td>Students with Disabilities:</td><td>5 percentage points up from the prior year</td></tr><tr><td>Homeless:</td><td>5 percentage points up from the prior year</td></tr><tr><td>African American:</td><td>5 percentage points up from the prior year</td></tr><tr><td>Hispanic:</td><td>5 percentage points up from the prior year</td></tr><tr><td>White:</td><td>5 percentage points up from the prior year</td></tr></table></td><td>2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2017-18.

2016-17 (Baseline):<table><tr><td>All Students:</td><td>43%</td></tr><tr><td>English Learners:</td><td>0%</td></tr><tr><td>Socioeconomically Disadvantaged:</td><td>40%</td></tr><tr><td>Students with Disabilities:</td><td>11%</td></tr><tr><td>Homeless:</td><td>0%</td></tr><tr><td>African American:</td><td>41.16%</td></tr><tr><td>Hispanic:</td><td>42.22%</td></tr><tr><td>White:</td><td>0%</td></tr></table>Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:</td></tr>
</table>

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	5 percentage points up from the prior year
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	N/A, less than 1%
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	N/A, less than 1%

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-ELA/Literacy assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	23.8 points below level 3
English Learners:	37.5 points below level 3
Socioeconomically Disadvantaged:	28.7 points below level 3
Students with Disabilities:	85.8 points below level 3
Homeless:	N/A, less than 1%
African American:	34 points below level 3
Hispanic:	13.3 points below level 3
White:	N/A, less than 1%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	N/A, less than 1%
African American:	3 points up from the prior year

Hispanic:	3 points up from the prior year
White:	N/A, less than 1%

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2017-18 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Reading assessment and projected increase in 2017-18.

2016-17 (Baseline):

- Math: 38% met their growth target from fall to spring.
- Reading: 45% met their reading growth targets from fall to spring.

All Students:	46%
English Learners:	33%
Socioeconomically Disadvantaged:	46%
Students with Disabilities:	36%
Homeless:	Less than 1%
African American:	41%
Hispanic:	46%
White:	Less than 1%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2017-18 Expected:

All Students:	5 percentage points up from the prior year

2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2017-18.

2016-17 (Baseline):

English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	Less than 1%
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	Less than 1%

All Students:	22%
English Learners:	0%
Socioeconomically Disadvantaged:	21%
Students with Disabilities:	27%
Homeless:	Less than 1%
African American:	17%
Hispanic:	25%
White:	Less than 1%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	Less than 1%
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	Less than 1%

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	Less than 1%
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	Less than 1%

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-Mathematics assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	72.7 points below level 3
English Learners:	88 points below level 3
Socioeconomically Disadvantaged:	71.8 points below level 3
Students with Disabilities:	128.9 points below level 3
Homeless:	Less than 1%
African American:	79.5 points below level 3
Hispanic:	30.9 points below level 3
White:	Less than 1%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2017-18 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	Less than 1%
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	Less than 1%

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Mathematics assessment and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	38%
English Learners:	47%
Socioeconomically Disadvantaged:	38%
Students with Disabilities:	29%
Homeless:	Less than 1%
African American:	32%
Hispanic:	44%
White:	Less than 1%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year

	Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 70% 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	2016-17 (Baseline): 33% 2017-18 (Projected): 1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%	2016-17 (Baseline): 80% 2017-18 (End of first semester): 78% 2017-18 (End of second semester Projected): 1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year	2017-18 SBAC data is not available at this time. The following table shows 2016-17 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2017-18. 2016-17 (Baseline): 40% 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2016-17 (Baseline): 30% 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2016-17 (Baseline): 100% 2017-18 (Projected): 2 percentage points up from the prior year

Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 95%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year	2016-17 (Baseline): 40% 2017-18 (Actual): 42%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$13,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$9 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$23,500 Books (4000)(Base); $28,543 Instructional materials (4000)(Base)	$20,000 Books (4000)(Base); $31,000 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$23,000 Janitorial services (5000)(Base)	$23,800 Janitorial services (5000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $85,000 Instructional Coach salary and benefits (1000)(3000)(Base)	$19,875 Professional Development (5000)(Base); $1,800 TeachBoost fees (5000)(Base); $98,000 Instructional Coach salary and benefits (1000)(3000)(Base)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits

Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	standards, and monitored student progress in program implementation according to our EL Master Plan.	(3000)(S&C); EL supplemental materials (4000)(Title I)	(3000)(S&C); EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$15,000 Three teacher stipends (1000)(ASES)	$15,000 Three teacher stipends (1000)(ASES)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$64,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$64,000 College Counselor salary (1000)(Base); $15,360 Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Spanish, AP World History, and ???	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $10,000 College preparation materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. He goal is to increase for the upcoming school year. ELA decreased by 3% and Math maintained at 22%. This year we reclassified 15% and our academic indicators dropped one color. The objective is to provide more services and intervention to help lower performing subgroups and encourage higher performing students to participate in AP, Dual Enrollment, Honors and apply for the gifted program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

MSA 3 had a minor change in the amount spent on BTSA and Administrative Credential spending because a teacher resigned who was in the BTSA program. Next year we will have a higher spending about in this area since more of our teachers are interns, in the first

year after their credential or want to get their admin credential. For instructional material and textbook we had more of an increase then expected because a couple versions of our textbooks were older than required and we wanted to update the content to meet the Common Core Standards. We also started having more elective courses and wanted to have textbook and materials to implement effectively. The plan is to increase textbooks and instructional material in order to meet the enrollment demand and support to instructors. The janitorial services decreased minimally and that is due to the estimate that was given to us by prop 39 and then we adjust our spending based on their invoices; next year there will be an increase, it is yet to be determined. Professional development spending decreased with having an in-house instructional coach to mentor and assist teachers with curriculum and instructional support. There will be an increase next year for our EL coordinator based on experience and new pay scale. Material cost for EL will remain the same since we have less than 25 students and that has been consistent.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. Our main goal is to get our instructors more support in the classroom and focus on intervention for our students who need additional support.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 6%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study**:** 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 75%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Marine Biology, AP US History, AP Literature, AP Spanish Literature, Entrepreneurship, Qualitative Reasoning (Chess), History in Film, African American & Latino America Studies, Digital Arts, Band.	$2,000,000 Teacher salaries (1000)(Base); $500,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)	$2,159,778 Teacher salaries (1000)(Base); $701,944 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$180,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $45,000 Benefits (3000)(Base)	$250,000 1 Principal and 1 Dean of Academics salaries, 1 Vice Principal (1000)(Base); $60,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	[Duplicated Expense: See Goal 2: Action 1]	[Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$70,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our test scores are in par with other school districts, and we offer 5 AP courses this year, and over 53 students were enrolled in at least one class. We offer PSAT for 8th-12th grade. Magnolia Science Academy 3 is ranked #1200 in the National Rankings and earned a silver medal by U.S. News. Our Robotics team which helps students who scored Standard Nearly Met on the SBAC competed in San Diego Tournament and won first place. Our video production & Animation course for middle school was able to earn high ranking achievement and awards at the Latino Film Festival in Los Angeles. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc. Three of our teachers were recognized by The City of Carson, The NAACP, and the Leader In Me Conference. We have Advanced Math class/club participation and successful participation, Computer class participation and passing rates are high, and we developed an AP Computer Science course, as well as over 150 STEAM project completion.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We strategize to decrease teacher turnover and decided to add a Vice Principal to be an instructional coach and help support principal with operations of the school. Next year we plan to add in more intervention teachers to support our students academically. We are hiring teachers at a better rate so they will want to invest in the school and students. We ordered chrome books so now we have a 1 to 1 ratio.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>Number of SSC meetings per year: 4</td><td>Current: 7 By the end of 2017-18 (Planned): 7</td></tr>
<tr><td>Number of ELAC meetings per year: 4</td><td>Current: 4 By the end of 2017-18 (Planned): 4</td></tr>
<tr><td>Number of PTF meetings per year: 4</td><td>Current: 7 By the end of 2017-18 (Planned): 7</td></tr>
<tr><td>Number of activities/events for parent involvement per year: 5</td><td>Current: 20 By the end of 2017-18 (Planned): 30</td></tr>
<tr><td>Frequency of SIS record updates: Daily/Weekly</td><td>Our teachers update SIS records daily/weekly.</td></tr>
<tr><td>Number of progress reports sent to parents per year: 4</td><td>4</td></tr>
<tr><td>Percentage of students who have been home-visited by the teachers per year: 21%</td><td><table><tr><td>2016-17 (Baseline)</td><td>20%</td></tr><tr><td>2017-18 (Current)</td><td>20%</td></tr><tr><td>2017-18 (End of year Planned)</td><td>20%</td></tr></table></td></tr>
<tr><td>ADA rate: 97%</td><td><table><tr><td>2016-17 (Baseline)</td><td>97%</td></tr><tr><td>2017-18 (Current)</td><td>97%</td></tr><tr><td>2017-18 (End of year Projected)</td><td>97%</td></tr></table></td></tr>
<tr><td>Chronic absenteeism rate: 8%</td><td><table><tr><td>2016-17 (Baseline)</td><td>10%</td></tr><tr><td>2017-18 (Current)</td><td>9%</td></tr><tr><td>2017-18 (End of year Projected)</td><td>7%</td></tr></table></td></tr>
<tr><td>Middle school dropout rate: 0%</td><td><table><tr><td>2016-17 (Baseline)</td><td>0%</td></tr><tr><td>2017-18 (Current)</td><td>0%</td></tr><tr><td>2017-18 (End of year Projected)</td><td>0%</td></tr></table></td></tr>
<tr><td>High school dropout rate: 0%</td><td></td></tr>
</table>

	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
Four-year cohort graduation rate: 100%	2016-17 (Baseline): 100% 2017-18 (End of year Projected): 98%
Student suspension rate: 0%	2016-17 (Baseline): 0.9% 2017-18 (Current): 2% 2017-18 (End of year Projected): 4%
Student expulsion rate: 0%	2016-17 (Baseline): 0.9% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
School experience survey participation rates will be: Students: 85% Families: 85% Staff: 85%	School experience survey participation rates are: Students: 86.3% Families: 91% Staff: 100%
School experience survey average approval rates will be: Students: 60% Families: 85% Staff: 75%	School experience survey average approval rates are: Students: 66% Families: 87% Staff: 78%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$17,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$46,000 School MFT salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$46,000 MFT salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$90000 4 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$90000 4 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$64,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$73,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have to focus more attention on ADA, we decreased slightly. We have sufficient stakeholder meetings; over 40 per year and we offer a variety of ways for students to stay connected but we have to improve our survey results. Offering electives, the students want, hearing more from parents on their priorities and ensuring teachers are doing home visits effectively and strategically.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Home visit increase over $10,000 to reach more students who need intervention. There was minimal increases. We had 185 home visits for the 2017-2018 school year. We plan to have the same goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: **2018–19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 185 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

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

 Improvements in designated/integrated English Learner services

 Expanding after school, Saturday school, and summer school opportunities

 Providing counseling and behavior support services to our students

 Improving teacher observation and evaluation systems and keeping effective teachers

 Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses

 Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

 Expanding STEAM-based programs and activities

 Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

 To ensure teachers are appropriately assigned and fully credentialed

 To ensure students have sufficient access to standards-aligned instructional materials

 To ensure school facilities are maintained in good repair

Priority 2:

 To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

 To ensure EL students make annual progress in learning English

 To ensure our students are college/career ready

Priority 8:

 To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%

Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline): All Students: 43% English Learners: Less than 1% Socioeconomically Disadvantaged: 40% Students with Disabilities: 11% Homeless: Less than 1% African American: 41.16% Hispanic: 42.22% White: Less than 1%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: Less than 1% African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: Less than 1%	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: Less than 1% African American: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: Less than 1%	2019-20 (Expected): All Students: 3 percentage points up from the prior year 5 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: Less than 1% African American: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: Less than 1%
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 28.9 points below level 3 English Learners: 37.5 points below level 3 Socioeconomically Disadvantaged: 28.7 points below level 3 Students with Disabilities: 85.8 points below level 3 Homeless: Less than 1% African American: 30.9 points below level 3 Hispanic: 30.9 points below level 3 White: Less than 1%	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: Less than 1% African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: Less than 1%	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: Less than 1% African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: Less than 1%	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: Less than 1% African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: Less than 1%
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 46% English Learners: 33% Socioeconomically Disadvantaged: 46% Students with Disabilities: 36%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year

	Homeless: Less than 1% African American: 41% Hispanic: 45% White: Less than 1%	Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 27% Homeless: Less than 1% African American: 17% Hispanic: 26% White: Less than 1%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: Less than 1% African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: Less than 1%	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: Less than 1% African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: Less than 1%	2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 Less than 1% percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: Less than 1%
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 72.7 points below level 3 English Learners: 88 points below level 3 Socioeconomically Disadvantaged: 71.8 points below level 3 Students with Disabilities: 128.9 points below level 3 Homeless: Less than 1%	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year

	African American: 79.5 points below level 3 Hispanic: 30.9 points below level 3 White: Less than 1%	Homeless: Less than 1% African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: Less than 1%	Homeless: Less than 1% African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: Less than 1%	Homeless: Less than 1% African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: Less than 1%
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 38% English Learners: 47% Socioeconomically Disadvantaged: 38% Students with Disabilities: 29% Homeless: Less than 1% African American: 32% Hispanic: 44% White: Less than 1%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	71%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	22%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	68%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	19%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	40%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	100%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	8%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$13,000	$43,000	$48,000
Source	Base	Base	Base
Budget Reference	$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$40,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$45,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,043	$51,000	$49,000
Source	Base	Base	Base
Budget Reference	$23,500 Books (4000)(Base); $28,543 Instructional materials (4000)(Base)	$20,000 Books(4000)(Base); $31,000 Instructional materials (4000)(Base)	$20,000 Books (4000)(Base); $29,500 Instructional materials (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$23,800	$41,000	$42,000
Source	Base	Base	Base
Budget Reference	$23,800 Janitorial services (5000)(Base)	$41,000 Janitorial services (5000)(Base)	$42,000 Janitorial services (5000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$116,500	$179,675	$119,500
Source	Base	Base	Base
Budget Reference	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $85,000 Instructional Coach salary and benefits (1000)(3000)(Base)	$19,875 Professional Development (5000)(Base); $1,800 TeachBoost fees (5000)(Base); $98,000 Instructional Coach salary and benefits (1000)(3000)(Base) (5000)(Base); $85,000 Instructional Coach salary and benefits (1000)(3000)(Base)	$20,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $98,000 Instructional Coach salary and benefits (1000)(3000)(Base)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Sp
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$80,000	$80,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $2,000 EL supplemental materials (4000)(Title I)	$66,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $2,000 EL supplemental materials (4000)(Title I)	$66,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $2,000 EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schoo Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$4,000
Source	S&C	S&C	S&C
Budget Reference	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$65,000	$120,000	$65,000
Source	Title I	Title I	Title I
Budget Reference	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$90,000 Intervention teacher salaries (1000)(Title I); $30,000 Benefits (3000)(Title I)	$90,000 Intervention teacher salaries (1000)(Title I); $30,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Sp
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	ASES	ASES	ASES
Budget Reference	$15,000 Three teacher stipends (1000)(ASES)	$15,000 Three teacher stipends (1000)(ASES)	$15,000 Three teacher stipends (1000)(ASES)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$152,500	$152,500	$152,500
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$79,000	$80,360	$90,600
Source	Base	Base	Base
Budget Reference	$64,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$64,000 College Counselor salary (1000)(Base); $15,360 Benefits (3000)(Base)	$75,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,000	$7,000	$7,000
Source	Base	Base	Base
Budget Reference	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

 To increase student access to a broad course of study

 To offer innovative courses and programs

Priority 8:

 To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,530,000	$2,891,722	$2,960,000
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$2,000,000 Teacher salaries (1000)(Base); $500,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)	$2,159,778 Teacher salaries (1000)(Base); $701,944 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)	$2,080,000 Teacher salaries (1000)(Base); $850,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$210,000	$310,000	$347,000
Source	Base	Base	Base
Budget Reference	$180,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $30,000 Benefits (3000)(Base)	$250,000 1 Principal and 1 Deans of Academic and 1 Vice Principal salaries (1000)(Base); $60,000 Benefits (3000)(Base)	$275,000 1 Principal and 1 Deans of Academic and 1 Vice Principal salaries (1000)(Base); $60,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base	Base	Base
Budget Reference	Duplicated expense, included in Goal 2 Action 1	Duplicated expense, included in Goal 2 Action 1	Duplicated expense, included in Goal 2 Action 1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$122,000	$127,000	$127,000
Source	Base	Base	Base
Budget Reference	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Base	Base	Base
Budget Reference	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

 To seek parent input in making decisions for the Charter School

 To promote parental participation in programs

Priority 5:

 To increase student attendance

 To avoid chronic absenteeism

 To avoid middle school dropout

 To avoid high school dropout

 To increase high school graduation rate

Priority 6:

 To avoid student suspension

 To avoid student expulsion

 To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	7	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	7	4	4
Number of activities/events for parent involvement per year	5	20	25	25

Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	20%	20%	20%	20%
ADA rate	97%	97%	97%	97%
Chronic absenteeism rate	10%	10%	9%	8%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	98%	100%	100%	100%
Student suspension rate	0%	0%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 76% Families: 48.3% Staff: 90.2%	Students: 86.3% Families: 91% Staff: 100%	Students: 85% Families: 85% Staff: 85%	Students: 85% Families: 85% Staff: 85%
School experience survey average approval rates	Students: 57% Families: 87% Staff: 64%	Students: 66% Families: 87% Staff: 78%	Students: 69% Families: 90% Staff: 81%	Students: 72% Families: 93% Staff: 84%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$3,000	$3,000	$3,000
Source	Title I	Title I	Title I

Budget Reference	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$6,500
Source	Base	Base	Base
Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schoc Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$17,000	$20,000
Source	Title I	Title I	Title I
Budget Reference	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$17,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$62,000	$75,000	$75,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$47,000 Edge Coaching (5000)(Title I) ; $15,000 Benefits (3000)(S&C);	$60,000 MFT Counselor salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$60,000 MFT Counselor salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$136,500	$136,500	$136,500
Source	Base	Base	Base
Budget Reference	$90000 4 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$90000 4 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$90000 4 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$89,000	$83,000	$85,000
Source	Base	Base	Base
Budget Reference	$64,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$73,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$75,600 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$95,000	$95,000
Source	Base	Base	Base
Budget Reference	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)0	$80,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$80,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000
Source	Base	Base	Base
Budget Reference	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,150,526	30.60 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minutes' session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and

their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,032,201	30.61 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minutes' session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned

actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the

section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a

single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Lisa Ross, Principal	Lross@magnoliapublicschools.org 310-473-2464

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy 4, is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-4's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-4 currently serves 186 students in grades 6-12. Our students come from Valencia to the north, Lomita to the south, Venice to the west and Fontana to the east. Our population consists of a variety of students, some of which have a language other than English spoken at home. A high concentration of our families experiences economic challenges. MSA-4 's diverse enrollment is comprised of 76% Hispanic/Latino, 12% African American/Black, 76% Socioeconomically Disadvantaged, 21% Special Education, and 10% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-4 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

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

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

 Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College

 The need to continue our improvements in designated/integrated English Learner services

 Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

 Providing counseling and positive behavior intervention support services to our students by employing the following:

PBIS – Positive Behavior Intervention and Supports

MTSS – Multi-Tiered Systems of Supports

Imagine Etiquette – Mentoring and leadership program

 Keeping effective teachers and improving teacher observation and evaluation systems

 College planning, preparation and supports

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. This includes the consistent and targeted use of IAB (interim assessment blocks) and Map (Measures of Academic Progress) data to inform and drive our day-to-day instruction. MSA 4 spends quality time analyzing our data. We then spend time collaborating and planning around how to best support our students in our efforts to close the performance gap.

Review of Performance

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

Greatest Progress

MSA 4 celebrates our successes around our suspension, graduation, reclassification rates and college acceptance rates.

MSA 4 has maintained a 0% suspension rate for the last 3 years. With the adoption and implementation of PBIS, we have come up with creative ways to support and redirect our students. It is a work in progress, but we are committed to tenets of PBIS and what it offers us as a school community.

Last year MSA 4 out performed LAUSD's reclassification rate of 17.2% by redesignating 47% of our EL (English Language) Learners. This success comes because of integrated and sheltered language supports we provide for our EL students. Our students who need more intensive supports benefit from a class dedicated solely to language acquisition skills. For students who are not in need of that level of support benefit from the integration of language acquisition skills with the "regular" instruction. These supports follow the CHATS framework. The acronym CHATS stand for:

Content Reading Strategies

Higher-Order Thinking Skills

Assessment

Total Participation Techniques

Scaffolding Strategies

Our graduation rate continues to be strong. We have maintained a rate of 90% or above for the last 3 years and are on track to maintain that rate for the upcoming year. This is an area of considerable pride for us in that we often enroll students with credit deficiencies and/or other challenges and manage to support them as they make strides toward academic and social success. We seek out opportunities for them to complete coursework in an expeditious manner by way of Fuel Ed and APEX. These are online platforms that allow students to work at an accelerated rate to complete credit recovery courses. Our students know that we will support them in the manner that they need.

MSA 4 celebrates the fact that we have actively created a college going culture.
As a result our college acceptance rate has been fairly strong over the last 4 years. Please see the following chart regarding our college acceptance rates:

	Class of 2015	Class of 2016	Class of 2017	Class of 2018
4 year	76%	35%	67%	52%
2 year	10%	55%	33%	48%
Did not apply	16%	5% (Voc.Ed) 5%	0%	0%

MSA 4 remains committed to ensuring that our students are supported and presented with the various programs available to them as a post-secondary option. We employ the services of Bridges Educational Consulting. This company works closely with the school, family, and student to ensure that all are clear and can effectively navigate the college application and admissions process.

MSA 4 also offers our students SAT preparation and community service opportunities to bolster each student's application. We have come to know that while a great GPA used to be the "magic ticket" to

gain acceptance to the college of your choice, that is no longer the case. Students now need something to set them apart from the next student with a equally great GPA.

MSA 4's students placed 2nd and 3rd places in high school science and art at this year's MPS STEAM Expo. Our teachers and students worked very hard to present quality projects. We are actively working to integrate all facets of STEAM to enhance our students' learning.

This year MSA 4 worked very hard to increase our survey participation rates. We were able to experience increases for each stakeholder group. Our rates increased in the following manner:

Student rates increased by 9.7%
Family rates increased by 22.5%
Staff rates increased by 22.2%

MSA 4 also realized a slight increase of 4% in survey results in the area of overall satisfaction with our student body. This is rather important in that they are our primary clientele.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

This year MSA 4 continues to focus on our overall student data; however, more of an emphasis on math as that is the area where our students continue to struggle. Our performance band went from yellow to the red band on the California Dashboard. MSA 4's overall proficiency rate was 17%. Our focus is maintaining the 17% and working to move the 83% toward proficiency.

MSA 4 will continue using IAB (Interim Assessment Block) data to track student progress and plan for more targeted instruction and interventions.

MSA 4 experienced a decline in the area of overall satisfaction for our family and staff. This year there has been an increase in challenging behaviors. MSA 4 continues to employ PBIS (Positive behavior Interventions and Supports) and MTSS (Multi-Tiered Systems of Support) with our students. We will also continue with PD for all staff in these areas.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

MSA4 realizes that there is a continued need to reduce the number of students who are not meeting or exceeding standards in ELA and Math. A persistent school-wide goal is to reduce the percentage of students who are not attaining proficiency by 9% over the next 3 years.

MSA 4's EL and SPED student groups are performing at a level that is below all of our students. The level at which they are below 3 has increased in both ELA and math.

In an effort to support our students in these areas, students assigned to Power English, Power Math, after-school tutoring and Saturday school. The expectation is that students are provided targeted interventions. Each student's progress is monitored, and students may transfer into another elective once they have made adequate gains toward proficiency.

MSA 4 continues to complete SWOT (strength, weaknesses, opportunities and threats) analyses. This practice was adopted during the 16-17 school year. All staff looks at student data and determine what might be preventing student gains in achievement and what might encourage students to perform at his/her optimum level. This is applied to all areas – academic, social-emotional, attendance, motivation and external contributors. This forces us as a school community to look at the whole child.

Sometimes we partner with outside entities to provide our students with additional resources. It may be counseling services, leadership, mentoring and enrichment.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

 Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings

 EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.

 Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

 Charter School will provide academic supports and remediation, counseling, and social-emotional support to our students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 2,220,165
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 1,400,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 2,026,703

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8): 2017-18 Expected:	2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2017-18.

Expected

All Students:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year

Actual

2016-17 (Baseline):

All Students:	31.1%
Socioeconomically Disadvantaged:	30%
Students with Disabilities:	0%
Hispanic:	33%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	3 points up from the prior year

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-ELA/Literacy assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	52.7% points below level 3

Expected

English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Actual

English Learners:	93.9 points below level 3
Socioeconomically Disadvantaged:	48.8 points below level 3
Students with Disabilities:	125 points below level 3
Hispanic:	45.9 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-Mathematics assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	109.8 points below level 3
English Learners:	149.8 points below level 3

Expected		Actual	
Socioeconomically Disadvantaged:	3 points up from the prior year	Socioeconomically Disadvantaged:	110.2 points below level 3
Students with Disabilities:	3 points up from the prior year	Students with Disabilities:	184.6 points below level 3
Hispanic:	3 points up from the prior year	Hispanic:	107.5 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 2 percentage points up from the prior year

2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.

2016-17 (Baseline)	84%
2017-18 (Projected)	2 percentage points up from the prior year

Expected	Actual
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	2016-17 (Baseline): 47% 2017-18 (Projected): 3 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year	2017-18 SBAC data is not available at this time. The following table shows 2016-17 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2017-18. 2016-17 (Baseline): ELA 56% - Math 44% 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2016-17 (Baseline): 15% 2017-18 (Projected): 3 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2016-17 (Baseline): 100% 2017-18 (Projected): 3 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year	2016-17 (Baseline): 40% 2017-18 (Actual): 42%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported four of our teachers for their credentialing needs. We are compliant with teacher assignments.	$20,000 BTSA expenses (5000)(Base); $5,000 Credentialing expenses (5000)(Base)	$16,640 BTSA expenses (5000)(Base); $4,500 credentialing expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$13,000 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)	$12,800 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$0	$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$25,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $70,000 Dean salary and benefits (2000)(Base)	$10,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $70,000 Instructional Coach salary and benefits (2000)(Base)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$70,000 Dean salary, $1,500 benefits (2000)(S&C); $150 EL supplemental materials (4000)(Title I)	$70,000 Dean salary, $1,500 benefits (2000)(S&C); $150 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all	$5,000 Professional Development on ELD strategies (5000)(S&C)	$500 Professional Development on ELD strategies (5000)(S&C)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	students, including ELs. Our teachers have participated in professional development on ELD.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$35,000 Intervention teacher salaries (1000)(Title I); $3,000 Benefits (3000)(Title I)	$23,000 Intervention teacher salaries (1000)(Title I); $3,000 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students,	We provide additional supports and interventions to all students, including	$52,000 stipends (1000)(Title I)	$45,000 stipends (1000)(Title I)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
including ELs, during after school hours and on Saturday.	ELs, during after school hours and on Saturday.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$70,000 Dean's salary (1000)(Base); $1,500 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $2,000 MAP testing fees (5000)(Title I)	$70,000 Dean's salary (1000)(Base); $1,500 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $2,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$7,000 College Counselor stipend (1000)(Base); $ 5,000 Benefits (3000)(Base)	$7,000 College Counselor stipend (1000)(Base); $ 5,000 Benefits (3000)(Base) $24,000 College Planning and support (CRBG – College Readiness Block Grant Funds)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Spanish, AP World History, AP English and AP Stats	$4,500 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$4,500 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12.	$2,500 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,500 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our

staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

The interventions implemented proved beneficial for our EL learners as evidenced by our reclassification rate of 47%. As stated earlier, we outpaced LAUSD's reclassification rates and will continue providing our students with effective interventions and supports.

Last school year our students experience an increase in the AP passing rates for world history. Our world history rate increased from 14% to 33%. Our AP Spanish rate continues to be strong at 80% for 2017.

As a result of our 2017 CAASPP math data, we revamped how Power Math was implemented this school year. We added more interventionists to support or students. Students are provided targeted small-group instruction according to each one's academic need. WE have seen increases in our IAB and ICA data and expect to see an increase in our upcoming math data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is one material difference in the section. Due to the loss of our college counselor, we contracted with a consultant to assist our students and teacher advisor with the application and admissions process. This company also assisted our students with FAFSA applications.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study**:** 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 81%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: architecture and music appreciation.	$1,064,000 Teacher salaries (1000)(Base); $50,000 Benefits (3000)(Base); $14,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Base)	$1,000,000 Teacher salaries (1000)(Base); $50,000 Benefits (3000)(Base); $13,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$165,000 1 Principal and 1 Dean of Academics salaries (2000)(Base); $3,000 Benefits (3000)(Base)	$165,000 1 Principal and 1 Deans of Academics salaries (2000)(Base); $3,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer an Advanced Math club to students in grades 6-8.	$61,000 1 Accelerated/Advanced Math teacher salary and benefits	$61,000 1Accelerated/Advanced Math teacher salary and benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have 1-to-1 Chromebooks for our students. Our teachers have participated in PD on Blended Learning.	$70,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $67,000 Technology expenses	$70,000 Benefits 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $60,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$3,000 Science materials (4000)(Base)	$2,100 Science materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 3 By the end of 2017-18 (Planned):7
Number of PTF meetings per year: 4	Current: 3 By the end of 2017-18 (Planned): 8
Number of activities/events for parent involvement per year: 5	Current: 4 By the end of 2017-18 (Planned): 16
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	4
Percentage of students who have been home-visited by the teachers per year: 1%	2016-17 (Baseline) 14% 2017-18 (Current) 1% 2017-18 (End of year Planned) 1%
ADA rate: 94%	2016-17 (Baseline) 96% 2017-18 (Current) 90.5% 2017-18 (End of year Projected) 90.5%
Chronic absenteeism rate: 3%	2016-17 (Baseline) 9%

Expected	Actual	
	2017-18 (Current)	21%
	2017-18 (End of year Projected)	7%
Middle school dropout rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
High school dropout rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2016-17 (Baseline)	100%
	2017-18 (End of year Projected)	100%
Student suspension rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
Student expulsion rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
School experience survey participation rates will be:	School experience survey participation rates are:	

Expected	
Students:	100%
Families:	50%
Staff:	100%

Actual	
Students:	97.8%
Families:	37.7%
Staff:	100%

School experience survey average approval rates will be:

Students:	85%
Families:	85%
Staff:	85%

School experience survey average approval rates are:

Students:	78%
Families:	98%
Staff:	89%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.	We hold monthly SSC, and PTF meetings to seek parent input in making decisions for the school.	$1,000 Parent meeting expenses (4000)(Title I)	$1,000 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Star Student assemblies, Open House, Coffee with the Principal,	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	SLAM! Showcase, STEAM Expo, Parent College and campus beautification		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$50 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning	We provide a safe, nurturing, and engaging learning environment for all our	$165,000 1 Principal and 1 Dean salaries	$165,000 1 Principal and 1 Dean salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	students and families. We provide academic and social-emotional support to address student needs.	(2000)(Base); $3,000 Benefits (3000)(Base)	(2000)(Base); $3,000 Benefits (3000)(Base)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$40,000 1 Office Manager salary (1000)(Base); $1,500 benefits (3000)(Base); $1,500 School Messenger notification program	$40,000 1 Office Manager salary (1000)(Base); $1,500 benefits (3000)(Base); $1,500 School Messenger notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$7,000 College Counselor stipend (1000)(Base); $ 5,000 Benefits (3000)(Base) $14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$7,000 College Counselor stipend (1000)(Base); $ 5,000 Benefits (3000)(Base) $14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$70,000 1 Dean of Students (2000)(Base); $1,500 Benefits (3000)(Base)	$70,000 1 Dean of Students (1000)(Base); $1,500 Benefits (3000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$165,000 1 Principal and 1 Dean salaries (2000)(Base); $3,000 Benefits (3000)(Base)	$165,000 1 Principal and 1 Dean salaries (2000)(Base); $3,000 Benefits (3000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Despite an increase in challenging behaviors, we have been able to stay committed to the practices associated with PBIS. We continue to have a rate of 0% suspension/expulsions. Our students' survey approval rate increased by 4%. Our graduation rate remains strong at 100% for the 2nd year. We are a small school with big school concerns, but we continue to send students to college at a rate above 90% annually.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have a difference in material cost relating to home visits. This year teachers reached out to families and were unable to set up visits.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on

acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. Per our survey results, we will have a full-time college counselor for the 18-19 school year to help with the college planning and applications for our students. We would also like to hire a discipline coordinator to work on rebuilding our school culture. Our school's survey results suffered due to a decline in our stakeholders feeling unsafe and concern regarding and increase of challenging behaviors.

Stakeholder Engagement

LCAP Year: **2018–19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 7 SSC meetings, at least five parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

 To ensure teachers are appropriately assigned and fully credentialed

 To ensure students have sufficient access to standards-aligned instructional materials

 To ensure school facilities are maintained in good repair

Priority 2:

 To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

 To ensure EL students make annual progress in learning English

 To ensure our students are college/career ready

Priority 8:

 To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy	2016-17 (Baseline): All Students: 52.7 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessments (Grades 3-8)	English Learners: 93.9 points below level 3 Socioeconomically Disadvantaged: 48.8 points below level 3 Students with Disabilities: 125 points below level 3 Hispanic: 45.9 points below level 3	English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year	English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year	English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 109.8 points below level 3 English Learners: 149.8 points below level 3 Socioeconomically Disadvantaged: 110.2 points below level 3 Students with Disabilities: 184.6 points below level 3 Hispanic: 107.5 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year
Percentage of EL students making	84%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
annual progress in learning English as measured by the CELDT and/or ELPAC				
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	47%	48%	49%	50%
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	ELA 31.1% Math 17.2%	32.1% 18.2%	33.1% 19.2%	34.1% 20.2%
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	ELA 48% Math 12%	50% 14%	52% 16%	54% 18%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	12%	14%	16%	18%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	100%	100%	100%	100%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	31%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$15,000	$15,000
Source	Base	Base	Base
Budget Reference	$20,000 BTSA expenses (5000)(Base); $5,000 credentialing expenses (5000)(Base)	$10,000 BTSA expenses (5000)(Base); $5,000 credentialing expenses (5000)(Base)	$10,000 BTSA expenses (5000)(Base); $5,000 credentialing expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$28,000	$27,000	$27,000
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	$13,000 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)	$12,000 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)	$12,000 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base	Base	Base
Budget Reference	Included in pro-rata share	Included in pro-rata share	Included in pro-rata share

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged		Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$99,000	$91,000	$93,000
Source	Base	Base	Base
Budget Reference	$26,000 Professional Development (5000)(Base); $1,500 TeachBoost	$15,000 Professional Development (5000)(Base); $1,500 TeachBoost	$15,000 Professional Development (5000)(Base); $1,500 TeachBoost

Year	2017-18	2018-19	2019-20
	fees (5000)(Base); $70,000 Dean salary and $1,500 benefits (1000)(3000)(Base)	fees (5000)(Base); $73,000 Dean salary and $1,500 benefits (1000)(3000)(Base)	fees (5000)(Base); $75,000 Dean's salary and $1,500 benefits (1000)(3000)(Base)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$71,550	$74,650	$76,650
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$70,000 Dean's salary (1000)(S&C); $1,500 Benefits (3000)(S&C); $150 EL supplemental materials (4000)(Title I)	$73,000 Dean's salary (1000)(S&C); $1,500 Benefits (3000)(S&C); $150 EL supplemental materials (4000)(Title I)	$75,000 Dean's salary (1000)(S&C); $1,500 Benefits (3000)(S&C); $150 EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$500	$1,000
Source	S&C	S&C	S&C
Budget Reference	$5,000 Professional Development on ELD strategies (5000)(S&C)	$500 Professional Development on ELD strategies (5000)(S&C)	$1,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$38,000	$38,000	$38,000
Source	Title I	Title I	Title I
Budget Reference	$35,000 Intervention teacher salaries (1000)(Title $3,000 Benefits (3000)(Title I)	$35,000 Intervention teacher salaries (1000)(Title I); $3,000 Benefits (3000)(Title I)	$35,000 Intervention teacher salaries (1000)(Title I); $3,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,000	$52,000	$52,000
Source	Title I	Title I	Title I
Budget Reference	$52,000 teacher stipends (1000)(Title I)	$52,000 teacher stipends (1000)(Title I)	$52,000 teacher stipends (1000)(Title I)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$176,500	$182,500	$184,500
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$165,000 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $2,000 MAP testing fees (5000)(Title I)	$171,000 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $2,000 MAP testing fees (5000)(Title I)	$173,000 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $2,000 MAP testing fees (5000)(Title I)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000	$87,500	$88,500
Source	Base	Base	Base
Budget Reference	$7,000 College Counselor stipend (1000)(Base); $5,000 Benefits (3000)(Base)	$82,500 College Counselor salary (1000)(Base); $5,000 Benefits (3000)(Base)	$83,500 College Counselor salary (1000)(Base); $5,000 Benefits (3000)(Base)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,500	$8,000	$8,000
Source	Base	Base	Base
Budget Reference	$4,500 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$8,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$8,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,500	$5,500	$6,000
Source	Base	Base	Base
Budget Reference	$2,500 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,500 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$3,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

 To increase student access to a broad course of study

 To offer innovative courses and programs

Priority 8:

 To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or	4%	4%	5%	5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Advanced Math club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	81%	81%	85%	85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,138,600	$1,134,500	$1,134,500

Year	2017-18	2018-19	2019-20
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$1,064,000 Teacher salaries (1000)(Base); $50,000 Benefits (3000)(Base); $14,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Donations)	$1,063,500 Teacher salaries (1000)(Base); $50,000 Benefits (3000)(Base); $14,000 Online courses (5000)(Base); $7,000 Field trip expenses (5000)(Donations)	$1,063,500 Teacher salaries (1000)(Base); $50,000 Benefits (3000)(Base); $14,000 Online courses (5000)(Base); $7,000 Field trip expenses (5000)(Donations)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$168,000	$171,000	$173,000
Source	Base	Base	Base
Budget Reference	$165,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)	$168,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)	$170,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$61,000	$65,000	$65,000
Source	Base	Base	Base
Budget Reference	$61,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$65,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$65,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$137,000	$139,000	$141,000
Source	Base	Base	Base
Budget Reference	$70,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $67,000 Technology expenses	$72,000 1 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $67,000 Technology expenses	$74,000 1 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $67,000 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000
Source	Base	Base	Base
Budget Reference	$3,000 Science materials (4000)(Base)	$3,000 Science materials (4000)(Base)	$3,000 Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

 To seek parent input in making decisions for the Charter School

 To promote parental participation in programs

Priority 5:

 To increase student attendance

 To avoid chronic absenteeism

 To avoid middle school dropout

 To avoid high school dropout

 To increase high school graduation rate

Priority 6:

 To avoid student suspension

 To avoid student expulsion

 To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	7	7	7
Number of PTF meetings per year	4	8	8	8
Number of activities/events for parent involvement per year	5	16	17	18
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	23%	1%	10%	15%
ADA rate	94%	90.5%	92%	94%
Chronic absenteeism rate	9%	21%	19%	17%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	100%	100%	100%	100%
Student suspension rate	0%	0%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 100% Families: 50% Staff: 100%	Students: 97.8% Families: 37.7% Staff: 100%	Students: 90% Families: 40% Staff: 100%	Students: 92% Families: 43% Staff: 100%
School experience survey average approval rates	Students: 85% Families: 85% Staff: 85%	Students: 78% Families: 98% Staff: 89%	Students: 79% Families: 99% Staff: 90%	Students: 80% Families: 100% Staff: 91%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$1,000

Year	2017-18	2018-19	2019-20
Source	Title I	Title I	Title I
Budget Reference	$1,000 Parent meeting expenses (4000)(Title I)	$1,000 Parent meeting expenses (4000)(Title I)	$1,000 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$6,500
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,500	$1,500	$1,500
Source	Title I	Title I	Title I
Budget Reference	$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$168,000	$171,000	$173,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$165,000 Principal and Dean’s salary (1000)(S&C); $3,000 Benefits (3000)(S&C)	$168,000 School Psychologist salary (1000)(S&C); $3,000 Benefits (3000)(S&C)	$170,000 School Psychologist salary (1000)(S&C); $3,000 Benefits (3000)(S&C)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$43,000	$45,000	$45,000
Source	Base	Base	Base
Budget Reference	$40,000 1 Office Manager salary (2000)(Base); $1,500 Benefits (3000)(Base); $1,500 School Messenger notification program	$42,000 1 Office Manager salary (2000)(Base); $1,500 Benefits (3000)(Base); $1,500 School Messenger notification program	$42,000 1 Office Manager salary (2000)(Base); $1,500 Benefits (3000)(Base); $1,500 School Messenger notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$24,000	$96,500	$98,500
Source	Base	Base	Base
Budget Reference	$10,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$82,500 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$84,500 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$71,500	$74,500	$76,500
Source	Base	Base	Base
Budget Reference	$70,000 1 Dean of Students (1000)(Base); $1,500 Benefits (3000)(Base)	$73,000 1 Dean of Students (1000)(Base); $1500 Benefits (3000)(Base)	$75,000 1 Dean of Students (1000)(Base); $1500 Benefits (3000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$168,000	$171,000	$173,000
Source	Base	Base	Base
Budget Reference	$165,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)	$168,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)	$170,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 400,000	26.20 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 396,022	22.65 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Brad Plonka, Principal	bplonka@magnoliapublicschools.org (818) 705-5676

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

MSA-5 currently has 207 students in grades 6-10, and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-5 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-5 serves face economic challenges. MSA-5 has a diverse enrollment, including 86% Hispanic/Latino, 6% White, 91% Socioeconomically Disadvantaged, 21% Special Education, and 16% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

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

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

 Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College

 The need to continue our improvements in designated/integrated English Learner services

 Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

 Providing counseling and positive behavior intervention support services to our students

 Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include, chronic absenteeism, in all subgroup have growth in English Language Arts and Math.

Review of Performance

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

Greatest Progress

Areas that we are most proud of are the following:

- Suspension Rate is Blue for all students and sub groups.
- English Learner Progress is Green and Increased Significantly by 15.5%.
- Students with Disabilities increased in both ELA and Math, while English Learners and Hispanic students increased in Math.
- Approval rating grew 3% each with students and families
- Overall satisfaction increased 4% with students, 5% with families, and 7% with staff.
- Actions that we will maintain is our power classes for Math and ELA and our designated English Learner Classes. We will also continue to provide PD in areas that support our students' demographics (differentiated instruction, blended learning) .

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In both Math and ELA our Special Education population was very low at 179.9 points below level 3 in Math and very low at 119.8 points below level 3 in ELA. Also we were very low with our ELs and Latino students as well in Math. Special Education students need more attention and more PD for teaching students with disabilities are needed. More math tutoring provided through Title I funds, Saturday school, Power Math and after school tutoring for all struggling sub groups.

Also, based upon our student survey results, topic 3 (safety), topic 5 (growth mindset) and topic 6 (self-efficacy) has shown the lowest percent favorable by students. Continue Parent College and continue to have staff connect with their students and help students set goals beyond high school.

Attendance is an another alarming area as MSA-5 is struggling to achieve their 95% ADA goal and has currently 16% chronic absenteeism rate.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Though the majority of our student groups showed growth in Math and in ELA, still the majority were categorized low or very low.

MSA-5 is planning to continue to provide students a variety of supports such as after school tutoring, Saturday School, Power classes, and 1 on 1 tutoring with staff and/or another company that will tutor at home or at school. Also, MSA-5 will continue to provide staff with PD on differentiated instruction, Response to Intervention (RTI), and working with diverse learners.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

MSA-5 will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings (i.e. workshops).

EL students will receive in-class instructional support, which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.

MSA-5 will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

MSA-5 will provide academic supports and remediation, counseling, and social/emotional support to our students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 2,969,677
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 2,640,193

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 2,429,152

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%</td><td>Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%</td></tr>
<tr><td>Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%</td><td>Percentage of students who have sufficient access to standards-aligned instructional materials: 100%</td></tr>
<tr><td>Percentage of items on facility inspection checklists in compliance/good standing: 90%</td><td>Percentage of items on facility inspection checklists in compliance/good standing: 90%</td></tr>
<tr><td>Percentage of state standards implementation for all students: 100%</td><td>Percentage of state standards implementation for all students: 100%</td></tr>
<tr><td>Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):

2017-18 Expected:<table><tr><td>All Students:</td><td>5 percentage points up from the prior year</td></tr><tr><td>English Learners:</td><td>5 percentage points up from the prior year</td></tr><tr><td>Socioeconomically Disadvantaged:</td><td>5 percentage points up from the prior year</td></tr></table></td><td>2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2017-18.

2016-17 (Baseline):<table><tr><td>All Students:</td><td>33%</td></tr><tr><td>English Learners:</td><td>26%</td></tr><tr><td>Socioeconomically Disadvantaged:</td><td>33%</td></tr><tr><td>Students with Disabilities:</td><td>8%</td></tr></table></td></tr>
</table>

Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Hispanic:	29%
White:	38%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-ELA/Literacy assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	43.1 points below level 3
English Learners:	68.5 points below level 3
Socioeconomically Disadvantaged:	43.7 points below level 3
Students with Disabilities:	119.8 points below level 3
Hispanic:	50.1 points below level 3
White:	42.3 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2017-18 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Reading assessment and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	67%
English Learners:	32%
Socioeconomically Disadvantaged:	69%
Students with Disabilities:	22%
Hispanic:	68%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

White:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2017-18 Expected:

All Students:	1 percentage points up from the prior year
English Learners:	1 percentage points up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	1 percentage points up from the prior year
White:	1 percentage points up from the prior year

2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	16%
English Learners:	3%
Socioeconomically Disadvantaged:	15%
Students with Disabilities:	0%
Hispanic:	11%
White:	15%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	1 percentage points up from the prior year
English Learners:	1 percentage points up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	1 percentage points up from the prior year
White:	1 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-Mathematics assessments and projected change in 2017-18.

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2016-17 (Baseline):

All Students:	94.3 points below level 3
English Learners:	113 points below level 3
Socioeconomically Disadvantaged:	110.2 points below level 3
Students with Disabilities:	184.6 points below level 3
Hispanic:	107.5 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2017-18 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Mathematics assessment and projected increase in 2017-18.

2016-17 (Baseline):

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year

	<table><tr><td>Socioeconomically Disadvantaged:</td><td>2 percentage points up from the prior year</td></tr><tr><td>Students with Disabilities:</td><td>2 percentage points up from the prior year</td></tr><tr><td>Hispanic:</td><td>2 percentage points up from the prior year</td></tr></table>
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. <table><tr><td>2016-17 (Baseline)</td><td>30%</td></tr><tr><td>2017-18 (Projected)</td><td>2 percentage points up from the prior year</td></tr></table>
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	<table><tr><td>2016-17 (Baseline)</td><td>20%</td></tr><tr><td>2017-18 (Projected)</td><td>1 percentage point up from the prior year</td></tr></table>
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%	<table><tr><td>2016-17 (Baseline)</td><td>70%</td></tr><tr><td>2017-18 (End of first semester)</td><td>78%</td></tr><tr><td>2017-18 (End of second semester Projected)</td><td>1 percentage point up from the prior year</td></tr></table>
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year	<table><tr><td>2016-17 (Baseline)</td><td>10%</td></tr><tr><td>2017-18 (Actual)</td><td>12%</td></tr></table>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$6,180 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$22,000 Books (4000)(Base); $11,000 Instructional materials (4000)(Base)	$18,220 Books (4000)(Base); $11,349 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	N/A	N/A

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$37,100 Professional Development (5000)(Base); $1000 TeachBoost fees	$10,000 Professional Development (5000)(Base); $840 TeachBoost fees (5000)(Base);

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$3,000 EL Coordinator salary (1000)(S&C); $10,000 EL supplemental materials (4000)(Title I)	$3,000 EL Coordinator salary (1000)(S&C); $9,076 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$5,000 Professional Development on ELD strategies (5000)(S&C)	$150 Professional Development on ELD strategies (5000)(S&C)

support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$25,000 Intervention teacher salaries (1000)(Title I); $15,000 Benefits (3000)(Title I)	$52,156 Intervention teacher salaries (1000)(Title I); $23,688 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$55,000 EL teacher salary (1000)(ASES); $15,000 Benefits (3000)(ASES)	$55,148 One teacher stipends (1000)(ASES); $15,000 Benefits (3000)(ASES)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$85,000 One dean of academics salary (1000)(Base); $15,000 Benefits (3000)(Base); $3,500 Illuminate SIS & DnA (5000)(Base); $3,000 MAP testing fees (5000)(Title I)	$85,000 One dean of academics and; $15,000 Benefits (3000)(Base); $3,246 Illuminate SIS & DnA (5000)(Base); $2,625 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our Dean of Academics creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$85,000 Dean of Academics salary (1000)(Base); $15,000 Benefits (3000)(Base)	$85,000 Dean of Academics salary (1000)(Base); $15,000 Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Starting the 2018-19 school year, Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we will offer the following AP courses next year: AP Spanish, AP Language Arts, and AP US HIstory	N/A	N/A

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	N/A	N/A

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer Advisory classes and will offer AP classes starting next year for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have shown growth with our ELs and SPED students on their growth according to the CA Dashboard. Also, our Math did grow by 1% in meeting or exceeding the standards. Our reclassification rate was at 20%.

For our items that that were not effective, we continue to look at our data to determine what specific areas where our students need more intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action Item 4, $37,100 was budgeted for professional development and we decreased it to $10,000 as we did most of our professional development in house. This includes our PD on ELD strategies. We had our EL Coordinator provide training during our Tuesday PDs

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 3%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study**:** 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 75%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, Mathematics, Social Sciences, and Science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest.	$730,000 Teacher salaries (1000)(Base); $182,000 Benefits (3000)(Base); (5000)$10,000 Field trip expenses (5000)(Donations)	$718,256 Teacher salaries (1000)(Base); $180,900 Benefits (3000)(Base); $9560.07 Field trip expenses (5000)(Donations)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$175,000 1 Principal and Dean of Academics salaries (1000)(Base); $30,000 Benefits (3000)(Base)	$175,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $30,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	$61,656 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base)	$61,656 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 60 Chromebooks. Our teachers have participated in PD on Blended Learning.	$40,000 1 IT staff salary (2000)(Base); $7,500 Benefits (3000)(Base); $3661 Computers; $15,000 Technology expenses	$40,000 1 IT staff salary (2000)(Base); $7,500 Benefits (3000)(Base); $28,228 Computers; $16,736 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$2,000 Science materials (4000)(Base)	$2,000 Science materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We were able to The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our Math did grow by 1% overall and based upon the CA Dashboard there was growth with our Students with Disabilities. We were also able to have a high percentage of students to participate in our own STEAM Expo as well as our CMO's STEAM Expo as well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures except with computers, We were able to purchase additional Chromebook carts adjust the amount to $28,227.57.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th colspan="2">Actual</th></tr>
<tr><td>Number of SSC meetings per year: 4</td><td>Current: 4</td><td>By the end of 2017-18 (Planned): 4</td></tr>
<tr><td>Number of ELAC meetings per year: 4</td><td>Current: 4</td><td>By the end of 2017-18 (Planned): 4</td></tr>
<tr><td>Number of PTF meetings per year: 4</td><td>Current: 4</td><td>By the end of 2017-18 (Planned): 4</td></tr>
<tr><td>Number of activities/events for parent involvement per year: 5</td><td>Current: 4</td><td>By the end of 2017-18 (Planned): 5</td></tr>
<tr><td>Frequency of SIS record updates: Daily/Weekly</td><td colspan="2">Our teachers update SIS records daily/weekly.</td></tr>
<tr><td>Number of progress reports sent to parents per year: 4</td><td colspan="2">4</td></tr>
<tr><td>Percentage of students who have been home-visited by the teachers per year: 20%</td><td colspan="2"><table><tr><td>2016-17 (Baseline)</td><td>20%</td></tr><tr><td>2017-18 (Current)</td><td>35%</td></tr><tr><td>2017-18 (End of year Planned)</td><td>35%</td></tr></table></td></tr>
<tr><td>ADA rate: 95%</td><td colspan="2"><table><tr><td>2016-17 (Baseline)</td><td>94%</td></tr><tr><td>2017-18 (Current)</td><td>94%</td></tr></table></td></tr>
</table>

	2017-18 (End of year Projected) 95%
Chronic absenteeism rate: 10%	2016-17 (Baseline) 15% 2017-18 (Current) 16% 2017-18 (End of year Projected) 14%
Middle school dropout rate: 0%	2016-17 (Baseline) 0% 2017-18 (Current) 0% 2017-18 (End of year Projected) 0%
High school dropout rate: 0%	2016-17 (Baseline) 0% 2017-18 (Current) 0% 2017-18 (End of year Projected) 0%
Student suspension rate: 5%	2016-17 (Baseline) 0% 2017-18 (Current) 1% 2017-18 (End of year Projected) 1%

Student expulsion rate: 1%	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
School experience survey participation rates will be: Students: 85% Families: 55% Staff: 85%	School experience survey participation rates are: Students: 96% Families: 96% Staff: 100%
School experience survey average approval rates will be: Students: 60% Families: 90% Staff: 80%	School experience survey average approval rates are: Students: 64% Families: 97% Staff: 93%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$3,000 Parent meeting expenses (4000)(Title I)	$1,200 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	$1,000 Parent activities/events expenses (4000)(Base)	$620 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$3,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$3,246 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$5,000 Home visit compensation (1000)(3000)(5000)(Title I)	$8,100 Home visit compensation (1000)(3000)(5000)(Title I)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and	$67,156 Discipline Coordinator Salary and $15,000 benefits	$67,156 Discipline Coordinator Salary and $15,000 benefits

families. Academic and social-emotional support will be provided to address student needs.	social-emotional support to address student needs.	(1000)(3000)(S&C); $11,995 Edge Coaching (5000)(Title I)	(1000)(3000)(S&C); $11,995 Edge Coaching (5000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$42,848 1 Office Manager (2000)(Base); $7,000 Benefits (3000)(Base); $795 ParentReach notification program	$42,848 1 Office Manager (2000)(Base); $7,000 Benefits (3000)(Base); $795 ParentReach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$85,000 Dean of Academics salary (1000)(Base); [Duplicated Expense;See Goal 1: Action 10]; $15,000 Online courses (5000)(Base)	$85,000 Dean of Academics salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $15,214 Online courses (5000)(Base)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$67,156 Discipline Coordinator Salary and $15,000 benefits (1000)(3000)(S&C)[Duplicated Expense]	$67,156 Discipline Coordinator Salary and $15,000 benefits (1000)(3000)(S&C)[Duplicated Expense]

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$2,500 PD on PBIS, restorative practices, classroom management (5000)(Base)	$2,500 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5 has gone four years without an expulsion and met LCAP goal of keeping a low suspension rate. Also, MSA-5's survey results show approval growth from parents from 94% to 97% and student approval went up 61% to 64%. MSA-5's ADA has maintained at or near 95% as well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: **2018–19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 70 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

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

 Improvements in designated/integrated English Learner services

 Expanding after school, Saturday school, and summer school opportunities

 Providing counseling and behavior support services to our students

 Improving teacher observation and evaluation systems and keeping effective teachers

 Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses

 Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

 Expanding STEAM-based programs and activities

 Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

 To ensure teachers are appropriately assigned and fully credentialed

 To ensure students have sufficient access to standards-aligned instructional materials

 To ensure school facilities are maintained in good repair

Priority 2:

 To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

 To ensure EL students make annual progress in learning English

 To ensure our students are college/career ready

Priority 8:

 To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline): All Students: 33% English Learners: 6% Socioeconomically Disadvantaged: 34% Students with Disabilities: 8%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year	2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year

	Homeless: * African American: * Hispanic: 29% White: 39%	Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 25.5 points below level 3 English Learners: 67.8 points below level 3 Socioeconomically Disadvantaged: 28.9 points below level 3 Students with Disabilities: 126.9 points below level 3 Hispanic: 36.9 points below level 3 White: 0.1 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

their growth targets on the MAP-Reading assessment (Grades 3-10)	All Students: 67% English Learners: 32% Socioeconomically Disadvantaged: 69% Students with Disabilities: 22% Homeless: 40% African American: 40% Hispanic: 68% White: NA	All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 16% English Learners: 3% Socioeconomically Disadvantaged: 15% Students with Disabilities: 0% Hispanic: 11% White: 15%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year	2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year

		Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 91.1 points below level 3 English Learners: 120.4 points below level 3 Socioeconomically Disadvantaged: 94.2 points below level 3 Students with Disabilities: 191.7 points below level 3 Hispanic: 105.3 points below level 3 White: 64.4 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 64% English Learners: 27% Socioeconomically Disadvantaged: 67% Students with Disabilities: 29%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2

	Hispanic: 62%	percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	30%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	20%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	70%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on	NA%	NA%	NA%	NA%

Smarter Balanced Summative Assessments				
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	NA%	NA%	NA%	NA%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	NA%	NA%	NA%	NA%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	10%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$6,000	$8,000	$8,000
Source	Base	Base	Base
Budget Reference	$5,000 BTSA expenses (5000)(Base); $1,000 EL authorization expenses (5000)(Base)	$6,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)	$6,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of	See description for 2017-18	See description for 2017-18

instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$39,200	$33,000	$40,000
Source	Base	Base	Base
Budget Reference	$18,200 Books (4000)(Base); $11,000 Instructional materials (4000)(Base)	$20,000 Books (4000)(Base); $13,000 Instructional materials (4000)(Base)	$25,000 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$1,000
Source	Base	Base	Base
Budget Reference	$1,000 Janitorial services (5000)(Base)	$1,000 Janitorial services (5000)(Base)	$1,000 Janitorial services (5000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

EL, FY, LI	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$10,840	$11,500	$11,500
Source	Base	Base	Base
Budget Reference	$10,000 Professional Development (5000)(Base); $840 TeachBoost fees (5000)(Base)	$10,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base)	$10,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Specific Student Groups	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount	$6,000	$6,000	$6,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$5,000 EL Coordinator Stipend (1000); $1000 EL supplemental materials (4000)(Title I)	$5,000 EL Coordinator Stipend (1000); $1000 EL supplemental materials (4000)(Title I)	$5,000 EL Coordinator Stipend (1000); $1000 EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the	See description for 2017-18	See description for 2017-18

CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$4,000	$4,000
Source	S&C	S&C	S&C
Budget Reference	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$58,000	$58,000	$58,000
Source	Title I	Title I	Title I
Budget Reference	$40,000 Intervention teacher salaries (1000)(Title I);$2,000 Summer school Math Support (1000)(Title I); $3,000 EL Coordinator (1000)(Title I) ; $13,000 Benefits (3000)(Title I)	$40,000 Intervention teacher salaries (1000)(Title I);$2,000 Summer school Math Support (1000)(Title I); $3,000 EL Coordinator (1000)(Title I) ; $13,000 Benefits (3000)(Title I)	$40,000 Intervention teacher salaries (1000)(Title I);$2,000 Summer school Math Support (1000)(Title I); $3,000 EL Coordinator (1000)(Title I) ; $13,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000

Source	ASES	ASES	ASES
Budget Reference	$10,000 Three teacher stipends (1000)(ASES)	$10,000 Three teacher stipends (1000)(ASES)	$10,000 Three teacher stipends (1000)(ASES)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into	See description for 2017-18	See description for 2017-18

reports and regularly review progress towards targets.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$105,875	$105,875	$105,875
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$85,000 One dean of academics (1000)(Base); $15,000 Benefits (3000)(Base); $3250 illuminate SIS & DnA (5000)(Base); $2,625 MAP testing fees (5000)(Title I)	$85,000 One dean of academics (1000)(Base); $15,000 Benefits (3000)(Base); $3250 illuminate SIS & DnA (5000)(Base); $2,625 MAP testing fees (5000)(Title I)	$85,000 One dean of academics (1000)(Base); $15,000 Benefits (3000)(Base); $3250 illuminate SIS & DnA (5000)(Base); $2,625 MAP testing fees (5000)(Title I)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	N/A	$79,000
Source	Base	Base	Base
Budget Reference	N/A	N/A	$64,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$7,000	$7,000
Source	Base	Base	Base
Budget Reference	N/A	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	$5,000	$5,000
Source	Base	Base	Base

Budget Reference	N/A	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

 To increase student access to a broad course of study

 To offer innovative courses and programs

Priority 8:

 To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition	100%	100%	100%	100%

that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%	5%	5%
Percentage of our graduates who will	100%	100%	100%	100%

have taken a Computer/Technology class and/or experienced blended learning in their program of study				
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$997,512	$1,170,000	$1,280,000
Source	Base	Base	Base
Budget Reference	$718,256 Teacher salaries (1000)(Base); $269,831 Benefits (3000)(Base); $10,000 Field trip expenses (5000)(Donations)	$850,000 Teacher salaries (1000)(Base); $300,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Donations)	$950,000 Teacher salaries (1000)(Base); $380,000 Benefits (3000)(Base); $15,000 Online courses (5000)(Base); $15,000 Field trip expenses (5000)(Donations)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$213,000	$230,000	$322,000
Source	Base	Base	Base

Budget Reference	$175,000 1 Principal and 1 Deans of Academics salaries (1000)(Base); $38,000 Benefits (3000)(Base)	$185,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $45,000 Benefits (3000)(Base)	$260,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $62,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	All Schools, Specific Grade Spans

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$85,000	$85,000
Source	Base	Base	Base
Budget Reference	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$83,500	$77,000	$127,000
Source	Base	Base	Base
Budget Reference	$40,000 0.5 IT staff salary (2000)(Base); $8,500 Benefits (3000)(Base)Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$42,000 1 IT staff salary (2000)(Base); $10,000 Benefits (3000)(Base); $10,000 Computers; $15,000 Technology expenses	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$4,000	$5,000	$6,000
Source	Base	Base	Base
Budget Reference	$4,000 Science materials (4000)(Base)	$5,000 Science materials (4000)(Base)	$6,000 Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

 To seek parent input in making decisions for the Charter School

 To promote parental participation in programs

Priority 5:

 To increase student attendance

 To avoid chronic absenteeism

 To avoid middle school dropout

 To avoid high school dropout

 To increase high school graduation rate

Priority 6:

 To avoid student suspension

 To avoid student expulsion

 To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	4	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	20%	35%	30%	30%
ADA rate	95%	94%	95%	95%
Chronic absenteeism rate	10%	16%	12%	10%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	N/A	N/A	N/A	83%
Student suspension rate	≥5%	1%	≥5%	≥5%

Student expulsion rate	≥1%	0%	≥1%	≥1%
School experience survey participation rates	Students: 89% Families: 63% Staff: 100%	Students: 97% Families: 96% Staff: 100%	Students: 97% Families: 96% Staff: 100%	Students: 99% Families: 97% Staff: 100%
School experience survey average approval rates	Students: 61% Families: 94% Staff: 93%	Students: 64% Families: 97% Staff: 93%	Students: 65% Families: 90% Staff: 90%	Students: 87% Families: 92% Staff: 92%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$3,000	$3,000	$3,000
Source	Title I	Title I	Title I
Budget Reference	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$6,500	$6,500	$6,500
Source	Base	Base	Base

Budget Reference	$3,250 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$3,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$3,700 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$7,000	$10,000
Source	Title I	Title I	Title I
Budget Reference	$5,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$7,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$42,500	$85,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$35,000 School Psychologist salary (1000)(S&C); $7,500 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$50,000	$91,500	$91,500
Source	Base	Base	Base
Budget Reference	$42,205 1 Office Manager (2000)(Base); $7,000 Benefits (3000)(Base); $795 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$100,000	$100,000	$74,000
Source	Base	Base	Base
Budget Reference	$85,000 Dean of Academics salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $15,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$85,000 Dean of Academics salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $15,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$64,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$5,000	$5,000	$85,000
Source	Base	Base	Base
Budget Reference	$5,000 Discipline Coordinator Stipend (1000)(Base)	$5,000 Discipline Coordinator Stipend (1000)(Base)	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and	See description for 2017-18	See description for 2017-18

improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000
Source	Base	Base	Base
Budget Reference	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$585,537	31.99 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Admin team and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 394,673	25.95 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted

assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-6	John Terzi, Principal	jterzi@magnoliapublicschools.org (310) 842-8555

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 163 students in grades 6-8, and mainly draws enrollment from Palms, CA and neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves face economic challenges. MSA-6 has a diverse enrollment, including 85% Hispanic/Latino, 10% African American, 5% White, 84% Socioeconomically Disadvantaged, 19% Special Education, and 12% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

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

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our

existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

 Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College

 The need to continue our improvements in designated/integrated English Learner services

 Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

 Providing counseling and positive behavior intervention support services to our students

 Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include:

- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Addressing students who are failing much earlier in the semester and find ways to engage these students.
- Areas that need close attention:

a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.

- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for English language learners.
- Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings
- EL students will receive in-class instructional support which includes one-on-one teacher support in co-teaching classrooms; small group instruction; ELD instructional strategies.

Review of Performance

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

Greatest Progress

- SBAC scores of 2017-2018 shows an increase in ELA and math.
- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Providing feedback to students on their areas of growth/need through data from MAP, ICAs and IABs.
- Increased availabilities of counselors and therapists to support students.
- Teacher-led meetings to provide feedback and sharing best practices.
- Constant communication between the academic teachers and the special education teacher to address modifications and accommodations for students with IEPs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

- Addressing students who are failing much earlier in the semester and find ways to engage these students.
- Lack of data on incoming students’ prior knowledge.
- Lack of foundational skills from incoming students.
- Alarming data – 75.3 points below Level 3 in math, 16.2 points below Level 3 in English (before SBAC).
- Areas that need close attention:

a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.

- PD – More PDs on NGSS for science. More PDS on promoting positive behaviors, bullying prevention, and positive school environment that provide DO's and Don'ts in a step-by-step manner.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for English language learners.

a. Examples: Quizlets, synonyms/antonyms games, practice vocabulary use in sentences, and sentence-starter posters.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

 Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings

 EL students will receive in-class instructional support which includes one-on-one teacher support in co-teaching classrooms; small group instruction; ELD instructional strategies.

 Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

 Charter School will provide academic supports and remediation, counseling, social-emotional support, after-school programs, and Saturday School to our students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 1,964,989

DESCRIPTION	AMOUNT
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 1,574,417

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 1,575,557

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):	2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2017-18.

Expected

2017-18 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year

Actual

2016-17 (Baseline):

All Students:	43%
English Learners:	5%
Socioeconomically Disadvantaged:	41%
Students with Disabilities:	14%
Hispanic:	44%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-ELA/Literacy assessments and projected change in 2017-18.

Expected	Actual

2017-18 Expected:

All Students:	10 points up from the prior year
English Learners:	2 points up from the prior year
Socioeconomically Disadvantaged:	1 point up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	1 point up from the prior year

2016-17 (Baseline):

All Students:	16.2 points below level 3
English Learners:	45 points below level 3
Socioeconomically Disadvantaged:	19.1 points below level 3
Students with Disabilities:	71.8 points below level 3
Hispanic:	30.9 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	1 point up from the prior year
Socioeconomically Disadvantaged:	1 point up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	2 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Reading assessment and projected increase in 2017-18.

Expected

2017-18 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Actual

2016-17 (Baseline):

All Students:	48%
English Learners:	39%
Socioeconomically Disadvantaged:	46%
Students with Disabilities:	64%
Hispanic:	48%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2017-18.

Expected

2017-18 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	1 percentage point up from the prior year

Actual

2016-17 (Baseline):

All Students:	25%
English Learners:	5%
Socioeconomically Disadvantaged:	25%
Students with Disabilities:	12%
Hispanic:	25%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	1 percentage point up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	1 percentage point up from the prior year

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-Mathematics assessments and projected change in 2017-18.

Expected	Actual

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2016-17 (Baseline):

All Students:	75.3 points below level 3
English Learners:	104.8 points below level 3
Socioeconomically Disadvantaged:	76.4 points below level 3
Students with Disabilities:	116.3 points below level 3
Hispanic:	76.6 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Mathematics assessment and projected increase in 2017-18.

Expected

2017-18 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Actual

2016-17 (Baseline):

All Students:	34%
English Learners:	29%
Socioeconomically Disadvantaged:	34%
Students with Disabilities:	29%
Hispanic:	37%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Expected	Actual
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 91% 2017-18 (Projected): maintain
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	2016-17 (Baseline): 64% 2017-18 (Projected): 1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%	2016-17 (Baseline): 80% 2017-18 (End of first semester): 78% 2017-18 (End of second semester Projected): 1 percentage point up from the prior year

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$18,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)	$18,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$50,000 Books (4000)(Base); $22,000 Instructional materials (4000)(Base)	$45,000 Books (4000)(Base); $20,000 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$32,000 Janitorial services (5000)(Base)	$30,000 Janitorial services (5000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$19,000 Professional Development (5000)(Base); $1,000 TeachBoost fees (5000)(Base)	$18,000 Professional Development (5000)(Base); $1,000 TeachBoost fees (5000)(Base)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C)	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have	$2,000 Professional Development on ELD strategies (5000)(S&C)	$2,000 Professional Development on ELD strategies (5000)(S&C)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	participated in professional development on ELD.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$15,000 Teacher aide salary (2000)(Title I)	$15,000 Teacher aide salary (2000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$15,000 After school teacher stipends (1000)	$15,000 After school teacher stipends (1000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$85,000 One dean of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$80,000 One dean of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

MSA-6 has been providing many intervention programs to ensure that all students are receiving quality instruction, and that the goals are to reduce/close the academic achievement. According to LAUSD resident schools data, our school outperformed 6 out of the 7 schools with similar demographics in Math and English on the 2016-2017 SBAC tests. MSA-6 has a data driven culture. We had a data analysis for MAP Testing and SBAC Testing during summer time with our admin team and shared this information with the staff during summer in-service training. For both ELA and Math the school declined one percent in each category. English Language Arts declined slightly from 44% to 43%, and the Math declined from 26% from 25%.

Power Math & English classes, after school tutoring, Saturday school, and frequent Academic Progress Reports are a few of the interventions that are available to our struggling students. Moreover, we have successfully implemented an English Language Development program for all EL students which give each EL student 40 minutes of direct EL instruction on a daily basis. For EL's, we had a high reclassification rate which is 64% in 2016-17 school year. Also, our administration continuously identifies and meets with students on a one to one basis with some students who need the extra help. These students are encouraged to attend after school tutoring classes and Saturday school

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study**:** 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 85%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 85%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online programs offered this year include: Learning.com, ALEKS, MyON	$520,000 Teacher salaries (1000)(Base); $80,000 Benefits (3000); $12,000 Online programs (5000)(Base); $10,000 Field trip expenses (5000)(Donations)	$520,000 Teacher salaries (1000)(Base); $80,000 Benefits (3000); $12,000 Online programs (5000)(Base); $10,000 Field trip expenses (5000)(Donations)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)	$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	$75,000 1 Accelerated/Advanced Math teacher salary and benefits	$70,000 1 Accelerated/Advanced Math teacher salary and benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $5,000 Computers; $15,000 Technology expenses	$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $5,000 Computers; $15,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We believe that we have successfully implemented our STEAM program since 2014-15 school year. Magnolia Public Schools' mission and vision helps guide the focus of our school and can be seen in numerous areas, such as, STEAM activities, after-school clubs, and technology use in classrooms, Life Skills, high expectations for students, critical thinking and problem solving in all classes.

Every year, we hold some scheduled STEAM activities. Our students do a mandatory science fair project every year and present their projects, with demonstrations, in November. The winners of the school wide Science Fair attends the LA county science fair to represent our school in March. Some of our students were awarded 1st, 2nd, 3rd and Honorable mention by the organizers in the past. The Science Fair winners are promoted and represented in one of our other traditional events. The annual "Multicultural Food Festival and STEAM Expo" is where the winning students present their science projects to their parents and to the community. This is a great event that students show their science skills to all parents. Science teachers with the assistance of the English department and teachers work with students in order to ensure that their projects are ready for this event. This brings our students and staff together to help bring out the best in our students. Through community events and academic events, MSA-6 celebrates our diversity, our students and parents, and the community.

Furthermore, to help promote STEAM education, students are encouraged to participate in the annual STEAM expo, which is hosted by our home office. Also at MSA-6, we have our Lego Robotics team which attends the first Lego League LA tournament in November every year. Our team, the MagnoTigers, received 1st, 2nd and 3rd place in the past 3 years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 4 By the end of 2017-18 (Planned): 4
Number of ELAC meetings per year: 4	Current: 4 By the end of 2017-18 (Planned): 4
Number of PTF meetings per year: 8	Current: 9 By the end of 2017-18 (Planned): 8
Number of activities/events for parent involvement per year: 5	Current: 4 By the end of 2017-18 (Planned): 5
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	4
Percentage of students who have been home-visited by the teachers per year: 25%	2016-17 (Baseline) 25% 2017-18 (Current) 25% 2017-18 (End of year Planned) 25%
ADA rate: 97%	2016-17 (Baseline) 97% 2017-18 (Current) 97% 2017-18 (End of year Projected) 97%

Expected	Actual
Chronic absenteeism rate: 3%	2016-17 (Baseline): 4% 2017-18 (Current): 3% 2017-18 (End of year Projected): 3%
Middle school dropout rate: 0%	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
Student suspension rate: 0%	2016-17 (Baseline): 0% 2017-18 (Current): 0.01% 2017-18 (End of year Projected): 0.01%
Student expulsion rate: 0%	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
School experience survey participation rates will be: Students: 98% Families: 65% Staff: 95%	School experience survey participation rates are: Students: 99% Families: 84% Staff: 100%

Expected	Actual
School experience survey average approval rates will be:	School experience survey average approval rates are:

Students:	75%
Families:	95%
Staff:	90%

Students:	62%
Families:	97%
Staff:	95%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$10,000 School counselors by CSUN (5000)(Title I); $10,000 Business-Etiquette Program (5000)(Title I)	$10,000 School counselors by CSUN (5000)(Title I); $10,000 Business-Etiquette Program (5000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$76,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$76,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our school staff is working closely with students to encourage positive behavior and establishing positive relationships. Suspension rate was 0% in 2016-17 school year. We hold assemblies to recognize students for best citizenship and reward them. We communicate with parents via phone, email, letter when their children are absent. Our ADA rate is 97%.

We seek parents' inputs for our school programs and school culture. In 2017-18 school year, survey participation rates for parents, students, and staff are 84%, 99% and 100% respectively. Our parents, students and staff were able to share their thoughts on the important elements of school effectiveness. Parent, student and staff survey approval rates are 97%, 62% and 95% respectively.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: **2018–19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include eight PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including 5 Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 40 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

 To ensure teachers are appropriately assigned and fully credentialed

 To ensure students have sufficient access to standards-aligned instructional materials

 To ensure school facilities are maintained in good repair

Priority 2:

 To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

 To ensure EL students make annual progress in learning English

 To ensure our students are college/career ready

Priority 8:

 To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing proficient on the CAASPP-	2016-17 (Baseline): All Students: 43%	2017-18 (Expected): All Students: 3 percentage points up from the prior year	2018-19 (Expected): All Students: 3 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA/Literacy assessments (Grades 3-8):	English Learners: 5% Socioeconomically Disadvantaged: 41% Students with Disabilities: 14% Hispanic: 44%	English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year	English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 1 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 1 percentage points up from the prior year	English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 1 percentage points up from the prior year Students with Disabilities: 1 percentage points up from the prior year Hispanic: 1 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 16.2 points below level 3 English Learners: 45 points below level 3 Socioeconomically Disadvantaged: 19.1 points below level 3 Students with Disabilities: 71.8 points below level 3 Hispanic: 16.2 points below level 3	2017-18 (Expected): All Students: 10 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 1 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 1 points up from the prior year	2018-19 (Expected): All Students: 1 points up from the prior year English Learners: 1 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year	2019-20 (Expected): All Students: 1 points up from the prior year English Learners: 1 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 48% English Learners: 39% Socioeconomically Disadvantaged: 46% Students with Disabilities: 64% Hispanic: 40%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 25% English Learners: 5% Socioeconomically Disadvantaged: 25% Students with Disabilities: 12% Hispanic: 25%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 1 percentage points up from the prior year	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Students with Disabilities: 2 percentage points up from the prior year Hispanic: 1 percentage points up from the prior year	Students with Disabilities: 1 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	Students with Disabilities: 1 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 75.3 points below level 3 English Learners: 104.8 points below level 3 Socioeconomically Disadvantaged: 76.4 points below level 3 Students with Disabilities: 116.3 points below level 3 Hispanic: 76.6 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 40% English Learners: 40% Socioeconomically Disadvantaged: 40%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Students with Disabilities: 40% Hispanic: 40%	Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	91%	Maintain	Maintain	Maintain
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	64%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core	80%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
subjects and electives				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
Source	Base	Base	Base
Budget Reference	$18,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)	$18,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)	$18,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$72,000	$72,000	$72,000
Source	Base	Base	Base
Budget Reference	$50,000 Books (4000)(Base); $22,000 Instructional materials (4000)(Base)	$50,000 Books (4000)(Base); $22,000 Instructional materials (4000)(Base)	$50,000 Books (4000)(Base); $22,000 Instructional materials (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$32,000	$32,000	$32,000
Source	Base	Base	Base
Budget Reference	$32,000 Janitorial services (5000)(Base)	$32,000 Janitorial services (5000)(Base)	$32,000 Janitorial services (5000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
Source	Base	Base	Base
Budget Reference	$19,000 Professional Development (5000)(Base); $1,000 TeachBoost fees (5000)(Base).	$19,000 Professional Development (5000)(Base); $1,000 TeachBoost fees (5000)(Base).	$19,000 Professional Development (5000)(Base); $1,000 TeachBoost fees (5000)(Base).

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
monitor EL student progress in program implementation according to our EL Master Plan.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C)	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C)	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	S&C	S&C	S&C
Budget Reference	$2,000 Professional Development on ELD strategies (5000)(S&C)	$2,000 Professional Development on ELD strategies (5000)(S&C)	$2,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Title I	Title I	Title I
Budget Reference	$15,000 Teacher aide salary (2000)(Title I)	$15,000 Teacher aide salary (2000)(Title I)	$15,000 Teacher aide salary (2000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$15,000 After school teacher stipends (1000)	$15,000 After school teacher stipends (1000)	$15,000 Three teacher stipends (1000)(ASES)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$122,500	$122,500	$122,500
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$80,000 Dean of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$80,000 Dean of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$80,000 Dean of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

 To increase student access to a broad course of study

 To offer innovative courses and programs

Priority 8:

 To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
elective courses and programs, master school schedule, and class rosters				
Percentage of students enrolled in the Charter School's grades 6-8who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$625,000	$625,000	$625,000
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$520,000 Teacher salaries (1000)(Base); $80,000 Benefits (3000)(Base); $12,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Donations)	$520,000 Teacher salaries (1000)(Base); $80,000 Benefits (3000)(Base); $12,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Donations)	$520,000 Teacher salaries (1000)(Base); $80,000 Benefits (3000)(Base); $12,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Donations)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$220,000	$220,000	$220,000
Source	Base	Base	Base
Budget Reference	$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)	$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)	$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,000	$75,000	$75,000
Source	Base	Base	Base
Budget Reference	$75,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$75,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$75,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$95,000	$95,000	$95,000
Source	Base	Base	Base
Budget Reference	$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $5,000 Computers; $15,000 Technology expenses	$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $5,000 Computers; $15,000 Technology expenses	$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $5,000 Computers; $15,000 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Base	Base	Base
Budget Reference	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:

- To avoid student suspension
- To avoid student expulsion

 To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	8	9	8	8
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	20%	25%	25%	25%
ADA rate	97%	97%	97%	97%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	4%	3%	3%	3%
Middle school dropout rate	0%	0%	0%	0%
Student suspension rate	0%	0.01%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 98% Families: 65% Staff: 95%	Students: 99% Families: 84% Staff: 100%	Students: 98% Families: 70% Staff: 95%	Students: 98% Families: 70% Staff: 95%
School experience survey average approval rates	Students: 75% Families: 95% Staff: 90%	Students: 62% Families: 97% Staff: 95%	Students: 65% Families: 95% Staff: 90%	Students: 70% Families: 95% Staff: 90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000
Source	Title I	Title I	Title I
Budget Reference	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$6,500
Source	Base	Base	Base
Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Title I	Title I	Title I

Year	2017-18	2018-19	2019-20
Budget Reference	$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$10,000 School counselors by CSUN (5000)(Title I); $10,000 Business-Etiquette Program (5000)(Title I)	$10,000 School counselors by CSUN (5000)(Title I); $10,000 Business-Etiquette Program (5000)(Title I)	$10,000 School counselors by CSUN (5000)(Title I); $10,000 Business-Etiquette Program (5000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$91,500	$91,500	$91,500
Source	Base	Base	Base
Budget Reference	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$91,000	$91,000	$91,000
Source	Base	Base	Base
Budget Reference	$76,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$76,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$76,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000
Source	Base	Base	Base
Budget Reference	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 352,640	28.84 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 357,220	25.10 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Fatih Metin, Principal	fmetin@magnoliapublicschools.org (818) 886 0585

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy 7, is a classroom-based charter school serving grades TK-5 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-7's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 currently has 286 students in grades TK-5, and mainly draws enrollment from Northridge, Reseda, CA and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-7 serves face economic challenges. MSA-7 has a diverse enrollment, including 66.55% Hispanic/Latino,19.37% White, 71.13% Socioeconomically Disadvantaged, 18.31% Special Education, and 28.17% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs, and school-to-out of school resources links.

LCAP Highlights

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

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

♣ Parents' appreciation of being involved in the decision-making process
♣ The need to continue our improvements in designated/integrated English Learner services
♣ Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
♣ Providing counseling and positive behavior intervention support services to our students
♣ Keeping effective teachers and improving teacher observation and evaluation systems and improving staff qualification by various PD's including tuition reimbursement.

Enrichment programs implemented for gifted and high achieving students such as Math Olympiad Club, STEAM Enrichment Club. Art integration continued with CSUN Art Coaches. With Music Center Grant it is expanded.
The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include supporting Students with IEPs, EL students, Social and economically disadvantaged students in English Language Arts and in Mathematics.

Review of Performance

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

Greatest Progress

MSA-7 data manager, admin team, survey results and annual site visit auditors from LAUSD provided data and information available. It has identified the following as areas of strength. • Suspension Indictor on the California Dashboard is at a blue or very low rate and continues to maintain this measure • English Language Progress Indicator on the California Dashboard is at a blue or very high level and continues to maintain this measure

• English Language Arts indicator on the California Dashboard is yellow.

• Mathematics indicators on the California Dashboard is also yellow, and all students made improvement from the spring of 2017 to fall of 2017.

LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it MSA-7 is higher than all shared (neighborhood) similar schools in ELA and MATH according to the 2017 SBAC results.

In terms of organizational, management, and programs area LAUSD Charter School Department Site visitors gave full point 4 over 4 to MSA-7.

MSA-7 seeks to continually development professional learning opportunities for all stakeholders in the area of socioemotional development, especially staff that is continually tasked with supporting students beyond the daily academic challenges. Potential trainings include development in executive functioning skills. MSA-7 continues to be proud of their efforts to develop the capacity of English Language Learners.MSA-7 is also proud of its SPED student's improvement in ELA and in Mathematics. In ELA the increase is 12% and In Mathematics the increase is 13% for SPED students according to the SBAC test. Continual support and compliance is provided to the staff in the form of professional learning opportunities, grade level meetings, webinars, and other trainings. In the classroom, students are introduced to all components of common core education model. Continually learning in this field will be provided to all stakeholders, especially since the state expectations are continually changing

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

MSA-7 stakeholders conducted analyses of data and information available. It has identified the following as areas of need in order to close the achievement gap.

- Mathematics indicator on the California Dashboard is at yellow or low for all student groups. Socioeconomically disadvantaged, Latino and EL students are on the color indicator of orange.
- English Language Arts indicator on the California Dashboard is at yellow or low for all students. Again, Socioeconomically disadvantaged, Latino and EL students are on the color indicator of orange.
- Per student survey, growth mindset and unseen bullying should be addressed.

- Per staff and parent survey, building maintenance is an important need with additional restroom.

One other need is high absenteeism and truancy rate.

MSA-7 seeks to continually development professional learning opportunities in both the areas of ELA and Mathematics. One of the new positions being activated is absenteeism and truancy outreach position who will increase communication with parents in this area.

MSA-7 is utilizing the inclusion model on campus. Plans are being created to identify a coordinator to oversee SpEd compliance and training for all teachers in their work with students of special needs. Additional support will be in the form of classroom collaborative teaching and planning, research and identifying trainings to fulfil the areas of need, and seek opportunities to collaborate with other schools in the area of full inclusion.

MSA-7 seeks to further understand the needs of the teaching community and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, site based orientation that addresses school and individual needs, mentorship program with a seasoned staff member on site, and other factors that are currently being investigated and started to use free volunteers for tutoring.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There is no two level discrepancy between any subgroup and overall average, however, Greatest Area of Need can be considered as

• Math, Student Group: English Language Learners, Socioeconomically disadvantaged students and Latino students

• English Language Arts, Student Group is again similar as above: English Language Learners, Socioeconomically disadvantaged students and Latino students.

Because of their color is orange.

Intervention/Action Plan English Language Learners, Socioeconomically disadvantaged students and Latino students have been identified as the group of greatest need on the school site in the area of mathematics and English Language Arts. MSA-7 is currently in the process of developing a plan to provide more tutoring with more tutors and more flexible times such as after school and Saturday school in addition to summer school. The assigned data manager (RtI) coordinator will help defining the individualized needs of the students.

School site Math and AR coordinators will focus on all students support programs.

Secondly, we will continue to provide access to intervention programs, like Sum Dog Math, Ticket to Read Reading Program which students can utilize at school and home. Families will be educated on the resources that are available for academic support.

Lastly, there is continual effort to provide sheltered instruction, which is an approach to teaching English Language Learners in a manner that makes the content comprehendible to the learner.

MSA-7 has identified that there are students that qualify under all categories with a learning English Language Learner, Latino and socioeconomically disadvantaged students.

Continuous support with increased parent communication will help to fix this gap. Also continuous trainings for teachers and TAs will increase efficiency.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

♣ Charter School will continue to provide resources for increased outreach efforts to low income families including Parent training, home visits and other parent involvement meetings such as ELAC, SSC, and PTF.

♣ EL students will continue to receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.

♣ Charter School will continue to provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

♣ Charter School will continue to provide academic supports and remediation, counseling, and social-emotional support to our students. Charter school will arrange free tutors for all students with community collaboration.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 3,609,179
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 2,000,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 2,773,806

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):	2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2017-18.

Expected

2017-18 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	*
African American:	*
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

(DELETE STUDENT GROUPS/ROWS THAT DO NOT APPLY.)

Actual

2016-17 (Baseline):

All Students:	48%
English Learners:	4%
Socioeconomically Disadvantaged:	41%
Students with Disabilities:	27%
Homeless:	*
African American:	*
Hispanic:	44%
White:	51%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	*
African American:	*
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	*
African American:	*
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

(DELETE STUDENT GROUPS/ROWS THAT DO NOT APPLY.)

Actual

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-ELA/Literacy assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	0.9 points below level 3
English Learners:	18.4 points below level 3
Socioeconomically Disadvantaged:	14.4 points below level 3
Students with Disabilities:	37.5 points below level 3
Homeless:	*
African American:	*
Hispanic:	10.2 points below level 3
White:	15.6 points above level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	*

Expected

Actual

African American:	*
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2017-18 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	*
African American:	*
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

(DELETE STUDENT GROUPS/ROWS THAT DO NOT APPLY.)

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Reading assessment and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	51 %
English Learners:	44 %
Socioeconomically Disadvantaged:	50 %
Students with Disabilities:	48 %
Homeless:	*
African American:	*
Hispanic:	51 %
White:	44 %

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from

Expected

Actual

	the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	*
African American:	*
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2017-18 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	*
African American:	*

2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	39 %
English Learners:	13 %
Socioeconomically Disadvantaged:	33 %
Students with Disabilities:	31 %
Homeless:	*
African American:	*
Hispanic:	30 %

Expected

Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

(DELETE STUDENT GROUPS/ROWS THAT DO NOT APPLY.)

Actual

White:	61 %

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	*
African American:	*
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically	3 points up from the prior year

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-Mathematics assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	23.8 points below level 3

Expected

Disadvantaged:	
Students with Disabilities:	3 points up from the prior year
Homeless:	*
African American:	*
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

(DELETE STUDENT GROUPS/ROWS THAT DO NOT APPLY.)

Actual

English Learners:	36.3 points below level 3
Socioeconomically Disadvantaged:	38.3 points below level 3
Students with Disabilities:	48.2 points below level 3
Homeless:	*
African American:	*
Hispanic:	36.9 points below level 3
White:	9.2 points above level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	*
African American:	*
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2017-18 Expected:

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Mathematics assessment and projected increase in 2017-18.

Expected

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	*
African American:	*
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

(DELETE STUDENT GROUPS/ROWS THAT DO NOT APPLY.)

Actual

2016-17 (Baseline):

All Students:	46 %
English Learners:	36 %
Socioeconomically Disadvantaged:	42 %
Students with Disabilities:	42 %
Homeless:	*
African American:	*
Hispanic:	41 %
White:	61 %

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	*
African American:	*

Expected	Actual
	Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 59 % 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	2016-17 (Baseline): 21 % 2017-18 (Projected): 1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%	2016-17 (Baseline): 97 % 2017-18 (End of first semester): 78% 2017-18 (End of second semester Projected): 1 percentage point up from the prior year

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported two of new teachers to pay partial of their BTSA. Two other teachers got the benefit of tuition reimbursement to increase their teaching qualifications.10+ staff members participated various workshops. We are compliant with teacher assignments.	$15,000 (LCAP)	$4,000 BTSA expenses

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$36,680 Books (4100,4200); $40,232 Instructional materials, office materials, instructional software's (4000) (Base)	$40,000 Books (4000)(Base); $40,000 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$55,000 Janitors' Salaries (Base 5000). $8,000 Janitorial materials and services: $3,600 gardening, $1056 pest control etc. $11,000 Maintenance. (Base 4000-5000)Total budgeted $83,000	$50,000 Janitors' salaries. $8000 janitorial services. Pest Control and Gardening expenses will be 2K more. Maintenance will be about 20K. Total will be about $88,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$4,000 Professional Development (5683 Base); $1,500 Teach Boost fees (5000 Base) Total budgeted: 4,000.	$4,000 Professional Development (5000)(Base); $1,500 Teach Boost fees (5000)(Base); Instructional Coaching expenses by add on duties such as grade level chair, data manager, schoolwide AR and Math coordinators salary and benefits $9,000 (2000-3000 Base). Total will be about $14,500.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	In Classroom teacher salaries and instructional materials expenses included	In Classroom teacher salaries and instructional materials expenses included

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$70,000 Teacher Aides salaries from Title 1 2900 Base)	$70,000 Teacher Aides salaries from Title 1 2900 Base)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs,	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $2,000 EL supplemental materials (4000)(Title I)Total $70,000 is budgeted	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $2,000 EL supplemental materials (4000)(Title I)Total $70,000 will be about budgeted

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$2,500 Saturday school Stipends (1000)	$2,000 Saturday School Stipends (1000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$100,000 One dean of academics (1000-3000 salary and benefits) (Base); Data manager's add on $4000. $1563.27 Illuminate SIS & DnA (5000)(Base); $2,376 MAP testing fees (5101)(Title I) Testing coordinator $4000	$100,000 One dean of academics (1000-3000 salary and benefits) (Base); Data manager's add on $4000. $1563.27 Illuminate SIS & DnA (5000)(Base); $2,376 MAP testing fees (5101)(Title I) Testing coordinator $4000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	N/A for MSA-7		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	N/A for MSA-7		

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will increase college awareness by organizing college career weeks and field trips to colleges	College Career week expenses and field trip expenses.	9,000 (Base 5819,5830)	2,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. EL Reclassification rate is 21%.SBAC MATH scores increased by 4%. As a subgroup SPED students did 12% increases in ELA and MATH according to the SBAC test scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not budget BTSA since all of our teachers were clear credentialed, but we had new teachers. So we moved allocated PD money to pay potion of BTSA. School maintenance cost 8K more than budgeted because of MSA-7's building is very old and it needs frequent maintenance. Also textbook allocation increased about 12K since some new common core aligned books are published by the company so we adopted them.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We want to increase data usage more. We want to increase support for EL, Socioeconomically disadvantaged and Latino students by extra tutoring and counselling programs. Also we will improve facility by facility improvement grant.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%.
At least 80% of the students will be enrolled in the Charter school's STEAM Club	At least 95 % of the students will be enrolled in the Charter school's STEAM Club
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 90 %	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study**:** 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 90 %

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest.	$806,950.00 (This is the place to include all staff salaries and benefits since this action covers all courses.)	$806,950.00 (This is the place to include all staff salaries and benefits since this action covers all courses.)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	Charter School designed its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	200,000.00 Admin salaries and benefits.	200,000.00 Admin salaries and benefits.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer an “Advanced Math” class or club to the gifted and	Charter School offered an “Enrichment Club” and “Math Olympiad Club.”	Included in Goal 2 Action 1	Included in Goal 2 Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
high achieving students.			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offered Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 60 Chromebooks. Our teachers have participated in PD on Blended Learning.	$80,140.00 LCFF. Code: 5887 Technology services Code: 2900 Computer Instructor salary and benefit.	$80,140.00 LCFF. Code: 5887 Code: 2900

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$2,000 Science materials (4000)(Base)	$4,000 Science materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Math Olympiad Club, Wonder Media Club, Coding Club, Drama Club and Computer Classes; and provide opportunities for students to create or demonstrate a STEAM focused project with CSUN Collaboration, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. 24 high achieving and gifted students are invited to Math Olympiad Club. All 290 elementary school students got Computer Class and passing rate is 100%. All 290 students participated to the school wide project competition. Some participated as a group and showed their demonstrations. Selected 70 students participated Magnolia Wide STEAM EXPO. All students had art class which is STEAM collaboration. Students draw pictures of natural disasters such as tsunami, erosion, earthquake etc.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures. When we implemented Wonder Media which provides students to prepare their own cartoons, we made budget transfer from ART and some other items to buy equipment which costs approximately 4K. Since we used CSUN Collaboration and Music Center Grant, we did many of the Art Collaboration projects very inexpensive way.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We will continue to have Math Olympiad Club, Wonder Media and we will continue collaboration with Music Center while teaching STEM. We will improve the school's technology by renewing staff computers and classroom computer stations.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 3 By the end of 2017-18 (Planned): 5
Number of ELAC meetings per year: 4	Current: 3 By the end of 2017-18 (Planned): 4
Number of PTF meetings per year: 7	Current: 3 By the end of 2017-18 (Planned): 7
Number of activities/events for parent involvement per year: 10	Current: 4 By the end of 2017-18 (Planned): 15
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	4
Percentage of students who have been home-visited by the teachers per year: 25%	2016-17 (Baseline) 26% 2017-18 (Current) 23% 2017-18 (End of year Planned) 25%
ADA rate: 97%	2016-17 (Baseline) 96% 2017-18 (Current) 96% 2017-18 (End of year 96%

Expected	Actual
	Projected)
Chronic absenteeism rate: 8%	2016-17 (Baseline): 10.6% 2017-18 (Current): 16.49 % 2017-18 (End of year Projected): 17%
Student suspension rate: 0%	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
Student expulsion rate: 0%	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
School experience survey participation rates will be: Students: 90% Families: 70% Staff: 85%	School experience survey participation rates are: Students: 98.7% Families: 98% Staff: 90%
School experience survey average approval rates will be: Students: 80% Families: 95% Staff: 85%	School experience survey average approval rates are: Students: 69% Families: 98% Staff: 92%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$2,000 Parent meeting motivational expenses (4720)(LCFF)	$3,000 Parent meeting expenses are done mostly by donations. (LCFF)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	$3,000 Parent activities/events expenses (4330,4345)(LCFF)	$3,000 Parent activities/events expenses. (LCFF)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	Total Cost is about 15K Illuminate, CoolSIS & DnA (5887,4320,4330) (LCFF)	Total Cost is about 15K Illuminate, CoolSIS & DnA (LCFF)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$7,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$8,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$5,000 LCFF, CSUN Counselling	$5,000 LCFF, CSUN Counselling

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$78,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $18,000 Benefits (3000)(Base); $4,000 Parent Reach notification program	$78,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $18,000 Benefits (3000)(Base); $4,000 Parent Reach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$70,000 1 Dean of Students (1000)(Base); $25,000 Benefits (3000)(Base) Duplicate admin salaries	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$7,500 PD related expenses on PBIS, restorative practices, classroom management (5000)(Base)3 teachers attended weekly once free LAUSD PD substitute teacher expenses	$7,500 PD related expenses on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$1,005.99 Panorama Education surveys (5000)(Base)	$1,005.99 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Expulsion and suspension rate are both 0 percent. Overall school experience for parents 98%, for staff 90 % and for students 69%. Students overall school experience rate is 86%. ADA is 95% and it will be addressed in this coming year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures. We reached the free qualified training programs for our staff such as PBIS training from LAUSD. 5 of our staff members participated 10 times during the year. To cover their classes we paid more than $7500 to substitute companies.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will start to hold

events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: **2018–19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, five SSC meetings, four ELAC meetings, at least seven parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 70 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing attendance rate by offering more parent trainings and putting system in place by assigning absenteeism clerk.
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

 To ensure teachers are appropriately assigned and fully credentialed

 To ensure students have sufficient access to standards-aligned instructional materials

 To ensure school facilities are maintained in good repair

Priority 2:

 To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

 To ensure EL students make annual progress in learning English

 To ensure our students are college/career ready

Priority 8:

 To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing proficient on the	2016-17 (Baseline): All Students: 48 % English Learners: 5%	2017-18 (Expected): All Students: 5 percentage points up	2018-19 (Expected): All Students: 5 percentage points up	2019-20 (Expected): All Students: 5 percentage points up

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP-ELA/Literacy assessments (Grades 3-8):	Socioeconomically Disadvantaged: 41% Students with Disabilities: 27% Hispanic: 44% White: 51%	from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-5)	2016-17 (Baseline): All Students: 0.9 points below level 3 English Learners: 18.4 points below level 3 Socioeconomically Disadvantaged: 14.4 points below level 3 Students with Disabilities: 37.5 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Homeless: 30.9 points below level 3 White: 15.6 points above level 3	up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-5)	2016-17 (Baseline): All Students: 51% English Learners: 44% Socioeconomically Disadvantaged: 50% Students with Disabilities: 48% Hispanic: 51% White: 44%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of students performing proficient on the	2016-17 (Baseline): All Students: 39% English Learners:	2017-18 (Expected): All Students: 5 percentage points up	2018-19 (Expected): All Students: 5 percentage points up	2019-20 (Expected): All Students: 5 percentage points up

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP-Mathematics assessments (Grades 3-5):	13% Socioeconomically Disadvantaged: 33% Students with Disabilities: 31% Hispanic: 30% White: 61%	from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-5)	2016-17 (Baseline): All Students: 23.8 points below level 3 English Learners: 36.3 points below level 3 Socioeconomically Disadvantaged: 38.3 points below level 3 Students with Disabilities: 48.2 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Hispanic: 36.9 points below level 3 White: 9.2 points above level 3	up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-5)	2016-17 (Baseline): All Students: 46% English Learners: 36% Socioeconomically Disadvantaged: 42% Students with Disabilities: 42% Hispanic: 41% White: 61%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as	59%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by the CELDT and/or ELPAC				
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	21%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	97%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,000	$8,000	$8,000
Source	LCFF	Base	Base
Budget Reference	$8,000 BTSA expenses (5000)(Base);	$5,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses	$5,000 BTSA expenses (5000)(Base); $3,000 EL

Year	2017-18	2018-19	2019-20
		(5000)(Base)	authorization expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$50,000	$25,000
Source	Base	Base	Base
Budget Reference	$20,000 Books (4000)(Base); $10,000 Instructional materials (4000)(Base)	$40,000 Books (4000)(Base); $5,000 Instructional materials (4000)(Base)	$20,000 Books (4000)(Base); $5,000 Instructional materials (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$87,000	$89,000
Source	LCFF	LCFF	LCFF
Budget Reference	$65,000 Janitors salary, $10,000 Janitorial items (2000,3000,5000)(LCFF)	$67,000 Janitors salary, $10,000 Janitorial items (2000,3000,5000)(LCFF)	$69,000 Janitors salary, $10,000 Janitorial items (2000,3000,5000)(LCFF)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
through classroom visits.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$8,500	$8,500
Source	LCFF	LCFF	LCFF
Budget Reference	$4,000 Professional Development (5863)(LCFF)	$4,000 Professional Development (5863)(LCFF); $1,500 Teach Boost fees (5000)(LCFF) 4,000 Grade Level Chairs Add on payments(1000,3000).	$4,000 Professional Development (5863)(LCFF); $1,500 Teach Boost fees (5000)(LCFF) 4,000 Grade Level Chairs Add on payments (1000,3000).

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$85,000	$88,000
Source	LCFF Supp./Conc. Goal 1 Action 1	S&C; Title I	S&C; Title I

Year	2017-18	2018-19	2019-20
	and 4 include expenses		
Budget Reference	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$66,000 EL Coordinator salary (1000)(S&C); $16,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$70,000 EL Coordinator salary (1000)(S&C); $17,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$4,000
Source	S&C	S&C	S&C
Budget Reference	$4,000 Professional Development on ELD strategies (5000)(S&C).Recently McGrew Hills (Wonders) Reading Component for EL is adopted it was paid in 2015-2016 budget.	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$90,000	$90,000
Source	Title I -LCFF	Title I -LCFF	Title I-LCFF
Budget Reference	$10,000 Intervention Math teacher partial payment salaries (1000)(LCFF);$50,000 Four part time teacher aides' salaries (2000)(Title I); $10,000 Benefits (3000)(Title I)	$15,000 Intervention Math teacher partial payment salaries (1000)(LCFF);$60,000 Four part time teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$15,000 Intervention Math teacher partial payment salaries (1000)(LCFF);$60,000 Four part time teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,500	$7,500	$10,000
Source	Title 1	Title 1	Title 1
Budget Reference	$2,500 Three teacher stipends (1000)(Saturday school)	$7,500 Saturday School will be enlarged (1000)	$10,000 Saturday School will be enlarged (1000)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	104939.27	109939.27	114939.27
Source	LCFF-Title I	LCFF-Title I	LCFF-Title I
Budget Reference	$74,000 dean of academics (1000)(LCFF); $18,000 Benefits	$78,000 dean of academics (1000)(LCFF); $19,000 Benefits	$82,000 dean of academics (1000)(LCFF); $20,000 Benefits

Year	2017-18	2018-19	2019-20
	(3000)(Base); $1563.27 Illuminate SIS & DnA (5000)(Base); $2,376 MAP testing fees (5000)(Title I); $4000 Data Manager add on, $5000 Testing coordinator add on(1000 –LCFF)	(3000)(Base); $1563.27 Illuminate SIS & DnA (5000)(Base); $2,376 MAP testing fees (5000)(Title I); $4000 Data Manager add on, $5000 Testing coordinator add on(1000 –LCFF)	(3000)(Base); $1563.27 Illuminate SIS & DnA (5000)(Base); $2,376 MAP testing fees (5000)(Title I); $5000 Data Manager add on, $4000 Testing coordinator add on(1000 –LCFF)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA for MSA-7 Elementary		
Source			
Budget Reference			

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA for MSA-7 Elementary		
Source			
Budget Reference			

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School increase college awareness by organizing college career weeks and filed trips to the colleges.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,000	$9,000	$9,000
Source	LCFF Supp./Conc.	LCFF Supp./Conc.	LCFF Supp./Conc.
Budget Reference	5819,5830	5819,5830	5819,5830

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

 To increase student access to a broad course of study

 To offer innovative courses and programs

Priority 8:

 To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
in their program of study				
Percentage of students enrolled in the Charter School's grades K-5 who will take the GATE/enrichment program	5%	12%	15%	15%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	85%	87%	90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,143,000.00	$1,300,000	$1,400,000

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	1100, 3100, 3400 Teacher Salaries And Benefits	1100, 3100, 3400 Teacher Salaries And Benefits	1100, 3100, 3400 Teacher Salaries And Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$215,741	$245,741	$255,741
Source	LCFF	LCFF	LCFF
Budget Reference	$250,000 1 Principal and 1 Dean of Academics salaries (1000)(LCFF); and Benefits (3000)(LCFF)	$250,000 1 Principal and 1 Dean of Academics salaries (1000)(LCFF); and Benefits (3000)(LCFF)	$250,000 1 Principal and 1 Dean of Academics salaries (1000)(LCFF); and Benefits (3000)(LCFF)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer an GATE/Enrichment Program	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Free	$3,000	$7,000
Source		Title 1	Title 1,LCFF
Budget Reference		Saturday School (1000)(3000)(Title 1)	$3000,Saturday School (1000)(3000)(Title 1) ,$4000 GATE Coordinator add on (LCFF)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,140.00	$85,140.00	$90,140.00
Source	LCFF	LCFF	LCFF
Budget Reference	5887 Technology services, 2900 computer instructor salary and benefits.	5887 Technology services, 2900 computer instructor salary and benefits.	5887 Technology services, 2900 computer instructor salary and benefits.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$3,000	$4,000
Source	Base	Base	Base
Budget Reference	$2,000 Science materials (4000)(Base)	$3,000 Science materials (4000)(Base)	$4,000 Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

 To seek parent input in making decisions for the Charter School

 To promote parental participation in programs

Priority 5:

 To increase student attendance

 To avoid chronic absenteeism

Priority 6:

 To avoid student suspension

 To avoid student expulsion

 To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	5	5	5
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	7	7	7
Number of activities/events for parent involvement per year	5	10	12	14
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	26%	25%	25%	26%
ADA rate	97%	96%	97%	98%
Chronic absenteeism rate	11%	16%	10%	8%
Student	0%	0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
suspension rate				
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 98% Families: 65% Staff: 90%	Students: 99% Families: 98% Staff: 90%	Students: 98% Families: 98% Staff: 90%	Students: 98% Families: 98% Staff: 90%
School experience survey average approval rates	Students: 67% Families: 99% Staff: 89%	Students: 69% Families: 98% Staff: 92%	Students: 71% Families: 98% Staff: 93%	Students: 73% Families: 98% Staff: 94%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00	2,000.00	2,000.00
Source	LCFF Supp./Conc.	LCFF Supp./Conc.	LCFF Supp./Conc.
Budget Reference	4720-Motivational expenses.	4720-Motivational expenses.	4720-Motivational expenses.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	$3000	$3000	$3000
Source	LCFF	LCFF	LCFF
Budget Reference	Part of 4330,4345	Part of 4330,4345	Part of 4330,4345

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000.00	$15,000	$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Part of 5887, 4320 and 4330.	$8,000 Illuminate SIS & DnA (5000)(Base) and 7 other communication tools such as voice message, mails [Duplicated Expense: See Goal 1: Action 9]	$8,000 Illuminate SIS & DnA (5000)(Base) and 7 other communication tools such as voice message, mails [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,500.00	$7,500.00	$7,500.00
Source	Title 1	Title 1	Title 1
Budget Reference	Part of 1100, 3000, 5200.	Part of 1100, 3000, 5200.	Part of 1100, 3000, 5200.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
needs.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$6,500	$6,500
Source	LCFF	LCFF	LCFF
Budget Reference	CSUN Counseling, 5822	CSUN Counseling, 5822	CSUN Counseling, 5822

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000.00	$110,000.00	$120,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	2400,3000 office Manager, clerk salaries and benefits	2400,3000 office Manager, clerk salaries and benefits	2400,3000 office Manager, clerk salaries and benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A for MSA-7 Elementary		

Year	2017-18	2018-19	2019-20
Source			
Budget Reference			

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated in admin salaries.	Duplicated in admin salaries.	Duplicated in admin salaries.
Source	LCFF	LCFF	LCFF
Budget Reference	1300,3000	1300,3000	1300,3000

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated Expense, Free PBIS training but to cover substituted costed $7500	Duplicated Expense	Duplicated Expense
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	In PD related expenses	In PD related expenses	In PD related expenses

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
school experience surveys to students, parents, and staff.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Panorama education surveys $1005.99	Panorama $1400	Panorama $1500
Source	LCFF	LCFF	LCFF
Budget Reference	5822	5822	5822

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 549,846	24.90 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 565,747.00	27.46 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Santa Ana	Varol Gurler, Principal	vgurler@magnoliapublicschools.org (714) 479-0115

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational and financial stability

Magnolia Science Academy Santa Ana (MSA-SA)

Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their chances of success in higher education and beyond. MSA SA provides students with

a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In 2017-18 academic year, Magnolia Science Academy-Santa continued its second school year in our new campus at 2840 West 1st Street, Santa Ana. Our school increased enrollment from 635 students in 2016-17 to 730 students (95 new students enrolled) in Grades TK-12th. The new facility cost about $18 million and was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction, in process for 2017-18 includes a regulation size gym, playgrounds and an outside cafeteria to serve several functions. The construction project is scheduled to be complete by August 2018 and is ahead of schedule. The building has a separate elementary and Middle/High School sections with separate entrances. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology. We are currently in the second year of implementation of Project Lead The Way programs (PLTW) for elementary grades and first year for Middle School. The PLTW Gateway computer-program was added to middle school for the 2017-18 school year.

The Western Association Schools and Colleges (WASC) visited our school in March 2018 and the MSA-SA stakeholders worked together to ensure that our Action Plan aligned with our LCAP goals and highlights. In May 2018, the ACS WASC Commissioners notified Magnolia Science Academy-Santa Ana (TK - 12) that the ACS WASC had recommended the school accreditation through June 30, 2024.

LCAP Highlights

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

MSA-SA has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Our Pillars: **Excellence, Innovation and Connection (EIC)** guide our action plan. MSA-SA wants to continue to work towards promoting and developing academic excellence, for all of our students. Academic excellence is the desire to pursue knowledge and excellence and to contribute original and proactive ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. Innovation is our second highlight; we want to support students to have freedom to choose how and what they learn. In addition, the school wants to be innovative as to how the students are being supported. Lastly, school communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through implementation of restorative justice practices and growth mindset.

MSA-SA LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

- Parents' appreciation to being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems
- School Site Council (SSC) involvement and engagement in the LCAP and school decisions

Review of Performance

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

Greatest Progress

According to the fall 2017 California accountability dashboard data, we continue to have a very low suspension rate and 100% graduation rate as part of our Positive Behavior Interventions and Supports (PBIS). In 2017-18 we implemented a character education program called Character Counts! Teachers utilize this content to teach students the six pillars of the program, which are trustworthiness, respect, responsibility, caring, fairness, and citizenship. We have also adapted a variety of alternatives to suspension. For example, Saturday School has changed from being punitive to a more restorative practice model. Students are required to attend Saturday school and they reflect on their actions, are taught new skills, and practice their new skills. Additionally, during the second half of the day students help the community in the food drive. During the exit interview, Principal/Dean meet with students, students reflecting on how their behavior impacts our school. This is only one example of how restorative practices are being applied in our Tier II discipline model. Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our School Site Council, Parent Task Force, and English Learner Advisory Committee (ELAC) and after school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g UC Berkeley, UCI, Cornell, USC, CSUF etc.). The ELAC committee discusses English Learner academic programs and progress. The PTF are instrumental in fundraising and providing celebrations and events that are inclusive of the diverse cultures of the student body. This not only speaks to our ability to nurture our students academically

but it gives them an opportunity to experience life outside their home community and opens their world to so many life experiences. The 2017-18 year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students. With the growth in enrollment and expansion, we have been making some adjustments, however, we were able to replicate a lot of the programs that have successfully supported our students throughout the years.

We continued to use internal data to measure growth throughout the year (NWEA MAPs, SBAC IABs and ICAs). The effectiveness of intervention programs during school and afterschool has increased this year. Our Deans of Academics and RTI Coordinator work diligently to update and analyze student performance with MAP, IAB, ICA, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama Ed. allows for an open dialog among all stakeholders so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

According to the state CAASSP data that reflects our student growth in the change over time data distribution of students meeting and exceeding standards in English Language Arts Literacy from 2015 through the 2017 academic school years in grades third through eighth as shown in the table below:

English Language Arts/Literacy Achievement Level Descriptors

▼ All Students (accessible data)

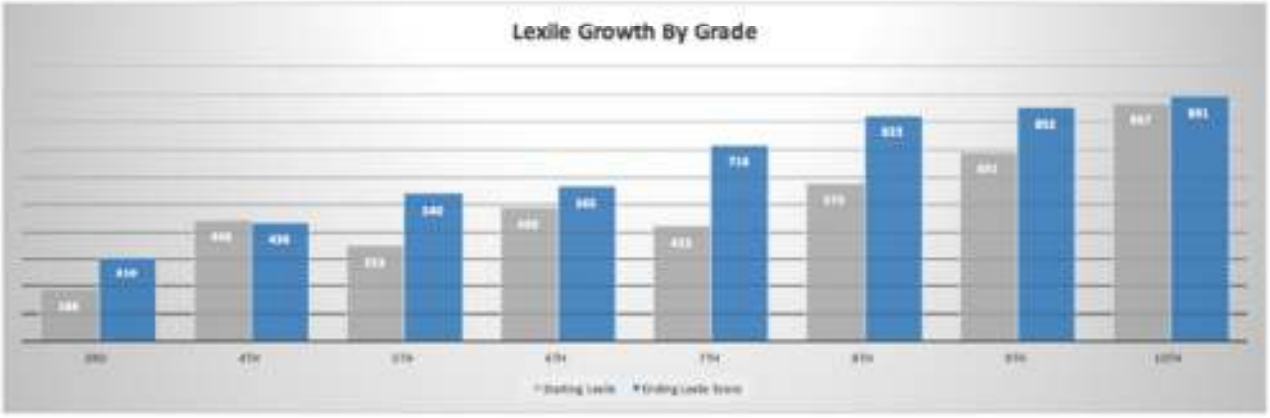
Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	53	55	48	64	83	47	*	381
# of Students Tested	53	55	47	59	83	43	*	350
# of Students With Scores	53	55	47	59	83	43	*	350
Mean Scale Score	**2407.4**	**2408.3**	**2476.7**	**2470.0**	**2550.8**	**2624.1**	*	**N/A**
Standard Exceeded: Level 4	18.87 %	7.27 %	17.02 %	3.39 %	13.25 %	27.91 %	*	14.57 %
Standard Met: Level 3	16.98 %	25.45 %	31.91 %	33.90 %	38.55 %	51.16 %	*	32.57 %
Standard Nearly Met: Level 2	22.64 %	7.27 %	10.64 %	16.95 %	22.89 %	9.30 %	*	16.00 %
Standard Not Met: Level 1	41.51 %	60.00 %	40.43 %	45.76 %	25.30 %	11.63 %	*	36.86 %

The Western Association Schools and Colleges (WASC) visited our school in March 2018 and the MSA SA stakeholders worked together to ensure that our Action Plan aligned with our LCAP goals and highlights. In May 2018, the ACS WASC Commissioners notified Magnolia Science Academy-Santa Ana (TK - 12) that the ACS WASC had recommended the school accreditation through June 30, 2024.

Reading Lexile Increased in all grade levels (except for 4th grade). We adopted a reading program this year, MyOn that is used in elementary classrooms, during Sustained Silent Reading (SSR) in Middle School, and during Advisory for grades 9-10th.

Grade	Starting Lexile	Ending Lexile Score	Lexile Growth
3rd	188	310	122
4th	446	436	-10
5th	353	540	187
6th	490	565	75
7th	423	716	293
8th	575	823	248
9th	691	852	161
10th	867	891	24

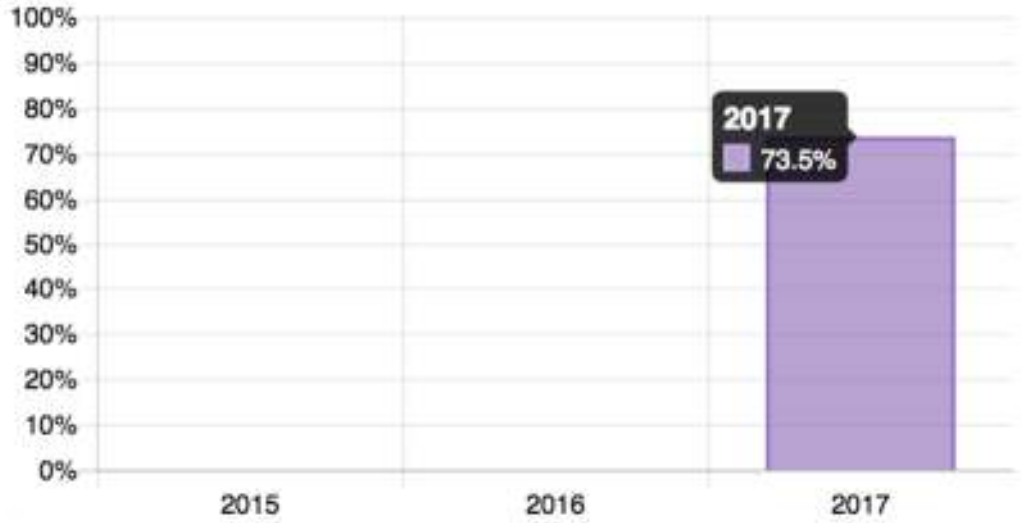


According to our 2016-17 Dashboard data, the English Learner Progress shows that 73.5% of our English Learners made progress in 2017. In 2016-17, MPS adopted its EL Program Curriculum in the 2016-2017 school year and follows the guidelines outlined in the EL Master Plan. (see below)

According to our 2016-17 Dashboard data, the HS (11th Grade) students are improving in math and are getting closer to Level 3 (-18.8 pts away in comparison to -47.5 points in 2015-16). This state measure supports our commitment to dual enrollment. 92% of our current seniors have successfully passed a College Academic Course with a B or better. (see below)

State Indicators

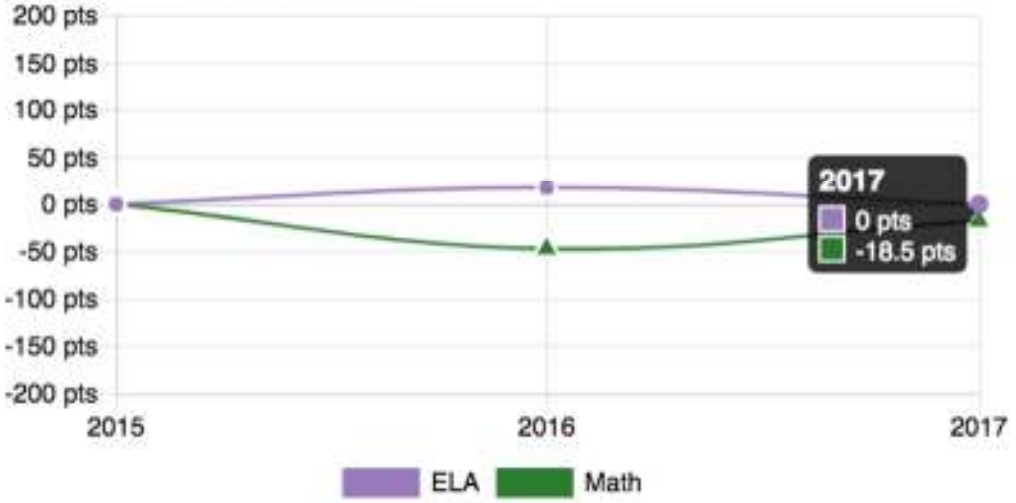
English Learner Progress Indicator (Grades K-12)



The percent of English Learners who made progress towards English proficiency.

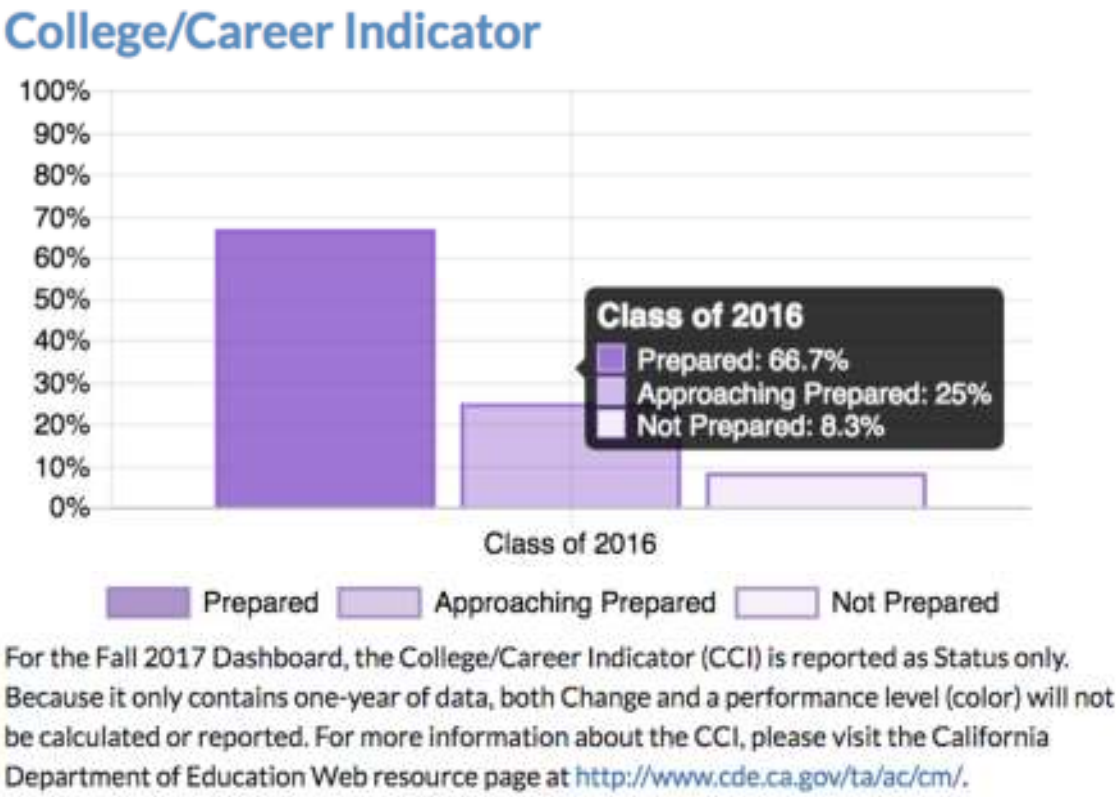
Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3



In addition to improvements in our academic areas, we've had some positive media coverage in the community, which connects to our mission & vision ("Contribute to the global community, as socially responsible and educated members of society"). Our students were featured in KTLA (Channel 5)-Featured 4 times "Bad Behavior, Good Deeds" and our Cyberpatriot Security High School Team was also featured in a Spanish news channel, Univision (Channel 34)-Cyber Patriot HS Team

Our school continues to stay true to our mission to prepare our students for higher education, as such, we are proud to report that we will have another year of 100% graduation rate & 100% college pathway with 13 students: ten students got accepted by the 4-Year University, two students from Junior College and 1 student join the military.



Lastly, we had our annual panorama survey results (student, parents, and staff). Some of the areas of great progress include our decision to have two separate Dean of Academics; one for secondary and another for primary, which helped. Late in the year, we added a second Dean of Students position to help increase support from leadership and to address most of the increasing follow ups 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. The admin team has now adopted and 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).

Here is a summary of what our stakeholders "like the most about our school

"WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(2017-18 Panorama Survey Results).**

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 student enjoys 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 enjoys 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 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.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on our change of color from Blue to Orange in English Language Arts and Math our socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our focus area specifically for third through eighth grade students. Intervention groups were formed at the beginning of the year by using the SBAC Spring 2017 results and our internal MAP data. Our students took our internal MAP assessment (NWEA) in the fall. In the winter, we administered the state-testing tool Interim Comprehensive Assessment, which we used to inform the effectiveness of our initial focus area groups and we used to make, adjustments to provide targeted intervention to any student needed remediation. Our final MAP assessment will be administered in June, to measure growth.

Such targeted interventions groups include Study Skills (Tier III), our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our Designated and Integrated ELD courses and additional supports for English Learner student population. Our elementary intervention grouping is based on the Spring SBAC and Fall Map Data as well as the ICA in mid winter for students in grades 3-5 and students in TK-2 utilize multiple measures of foundational skills to group students and provide targeted intervention in skill based intervention groups. We grouped our ELA and Math interventions in the afternoon and after school focusing on our Tier II students, students at the CAASPP standards nearly met and not met as well as our Tier III students who are struggling in English Language Arts and Mathematics. These interventions are revisited quarterly and changes are made depending on student progress. Students are identified for the SSPT process based on intervention and classroom assessment and progress. Although we maintain a very low suspension

rate (0.9%), our Dashboard data displays an increase (0.9%) in suspension in grades nine through twelve for our socioeconomically disadvantaged and Hispanic students.

According to the state CAASSP data that reflects our greatest needs in the change over time data distribution of students meeting and exceeding standards in Mathematics from 2015 through the 2017 academic school years in grades third through eighth and eleventh, as shown in the table below:

Mathematics Achievement Level Descriptors

▼ All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	53	55	48	64	83	47	11	361
# of Students Tested	53	55	47	64	83	47	11	360
# of Students With Scores	53	55	47	64	83	47	11	360
Mean Scale Score	**2427.1**	**2443.4**	**2466.2**	**2490.0**	**2503.4**	**2583.6**	**2609.5**	**N/A**
Standard Exceeded: Level 4	9.43 %	9.09 %	4.26 %	10.94 %	9.64 %	31.91 %	27.27 %	12.50 %
Standard Met: Level 3	30.19 %	20.00 %	12.77 %	18.75 %	19.28 %	19.15 %	18.18 %	20.00 %
Standard Nearly Met: Level 2	39.62 %	38.18 %	42.55 %	28.13 %	31.33 %	17.02 %	18.18 %	32.22 %
Standard Not Met: Level 1	20.75 %	32.73 %	40.43 %	42.19 %	39.76 %	31.91 %	36.36 %	35.28 %

As we grow in the Santa Ana community (this year we added over 100 students), we will continue to provide social emotional support for our students. This year we have partnered with Western Youth Services so that our families can have access to free/affordable counseling and Help Me Grow for our Little's. .Our goal is for these partnerships, along with the Character Counts! Curriculum and PBIS will help decrease the suspension rates for socioeconomically disadvantaged and Hispanic students. Currently, our Foster and Homeless liaison continues to partner with the community resources to help provide aid and resources to our "at risk" populations (e.g. school supplies, food drive, clothes, mental health free community services, health fair etc.) We have also partnered with the Community Referral Network so that families can have access to many free or low cost services from agencies within the community.(e.g. school supplies, food drive, clothes, mental health free community services, legal aid, immigration and health fair etc.)

Additionally, we conducted our annual panorama surveys and reflected on what our stakeholders believe is our greatest areas of need.

Here is a summary of our stakeholders survey results:

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). 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 doesn't feel like the rules are being followed, and parents feel that we need to enforce our rules. The school has moved to add a second dean of students' position 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 and MTSS 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.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

- MSA-Santa Ana provided resources for increased efforts to low income families including Parent College, Parent training, home visits and other parent involvement meetings
- MSA-Santa Ana EL students receive in-class instructional support which includes 30 minutes of Designated ELD instruction, one-on-one teacher support; small group instruction; the integration of the specific GLAD and SDAIE ELD instructional strategies and the implementation of CHATS framework in daily classroom instruction across the curriculum and extended day instruction as needed. The annual summative English Language Proficiency Assessment in California (ELPAC) will measure students' growth. Students new to the state and/or country will be given an initial assessment in the English Language Proficiency Assessment in California (ELPAC) within 30 days of enrollment to the school.
- The classroom teacher for each ELL student maintains ELD portfolios with up to date work samples, assessments and progress.
- Yearly reclassification of ELL students are based on the following criteria: passing grade on ELPAC Summative Assessment, passing grade in English Language Arts on the NWEA MAP district common assessment and/or a Level 2 Score on the annual Smarter Balanced Assessment (SBAC) and teacher approval as outlined in the EL Master Plan. Reclassified

students are identified and followed for a two year period to provide additional support if needed.

- ⁄ MSA-Santa Ana utilizes the state English Language Proficiency Indicator (ELPI) and Ever-EL data to track reclassification rates and use as a goal setting measure for the English Language Learner population.
- ⁄ MSA-Santa Ana identified two important subgroups Long Term English Language Learners (LTEL) and Newcomers (students in the U.S. under 12 months) and provide additional support to those students as outlined in the English Learner Master Plan. One additional semester of Power English for LTEL students and specific classroom support for students new to the country or state who have been identified as English Learners.
- ⁄ MSA-Santa Ana provided additional professional development to increase teachers' implementation of designated and integrated ELD instruction in monthly professional developments.
- ⁄ MSA-Santa Ana provided academic supports and remediation, counseling, and social-emotional support to our students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$9,180,541
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$7,458,020

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 7,885,374

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):	2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2017-18.

Expected	Actual

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	5 percentage points up from the prior year
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

2016-17 (Baseline):

All Students:	47%
English Learners:	3%
Socioeconomically Disadvantaged:	44%
Students with Disabilities:	7%
Homeless:	50%
African American:	NA%
Hispanic:	43%
White:	74%

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	5 percentage points up from the prior year
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-ELA/Literacy assessments and projected change in 2017-18.

Expected

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Actual

2016-17 (Baseline):

All Students:	20 points below level 3
English Learners:	46.2 points below level 3
Socioeconomically Disadvantaged:	29 points below level 3
Students with Disabilities:	102.5 points below level 3
Homeless:	51 points below level 3
African American:	NA points below level 3
Hispanic:	30.7 points below level 3
White:	52.2 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Expected	Actual

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2017-18 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Reading assessment and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	33%
English Learners:	40%
Socioeconomically Disadvantaged:	29%
Students with Disabilities:	8%
Homeless:	NA
African American:	NA
Hispanic:	20%
White:	61%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically	2 percentage points up from

Expected	Actual

Disadvantaged:	the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2017-18 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	5 percentage points up from the prior year
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from

2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	33%
English Learners:	5%
Socioeconomically Disadvantaged:	30%
Students with Disabilities:	7%
Homeless:	50%
African American:	NA%
Hispanic:	28%
White:	74%

Expected	Actual

	the prior year
White:	5 percentage points up from the prior year

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	5 percentage points up from the prior year
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-Mathematics assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	41.3 points below level 3
English Learners:	59.9 points below level 3
Socioeconomically Disadvantaged:	47.7 points below level 3

Expected		Actual	
African American:	NA points up from the prior year	Students with Disabilities:	124.2 points below level 3
Hispanic:	3 points up from the prior year	Homeless:	67.9 points below level 3
White:	3 points up from the prior year	African American:	NA points below level 3
		Hispanic:	50.3 points below level 3
		White:	31.1 points below level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
African American:	NA points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2017-18 Expected:

All Students:	2 percentage points up from the prior year

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Mathematics assessment and projected increase in 2017-18.

2016-17 (Baseline):

Expected

English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

All Students:	31%
English Learners:	17%
Socioeconomically Disadvantaged:	26%
Students with Disabilities:	7%
Homeless:	NA
African American:	NA
Hispanic:	22%
White:	55%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from

Expected	Actual
	<table><tr><td></td><td>the prior year</td></tr><tr><td>White:</td><td>2 percentage points up from the prior year</td></tr></table>
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. <table><tr><td>2016-17 (Baseline)</td><td>73.5%</td></tr><tr><td>2017-18 (Projected)</td><td>2 percentage points up from the prior year</td></tr></table>
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 2 percentage point up from the prior year	<table><tr><td>2016-17 (Baseline)</td><td>21.95%</td></tr><tr><td>2017-18 (Projected)</td><td>2 percentage point up from the prior year</td></tr></table>
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%	<table><tr><td>2016-17 (Baseline)</td><td>80%</td></tr><tr><td>2017-18 (End of first semester)</td><td>83%</td></tr><tr><td>2017-18 (End of second semester Projected)</td><td>2 percentage point up from the prior year</td></tr></table>
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year	2017-18 SBAC data is not available at this time. The following table shows 2016-17 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2017-18. <table><tr><td>2016-17 (Baseline)</td><td>20.5%</td></tr><tr><td>2017-18 (Projected)</td><td>50%</td></tr></table>

Expected	Actual
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2016-17 (Baseline): 26% 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2016-17 (Baseline): 100% 2017-18 (Projected): Maintain 100%
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 20 percentage points up from the prior year	2016-17 (Baseline): 50% 2017-18 (Actual): 70%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$7,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$20,000 Books (4000)(Base); $50,000 Instructional materials (4000)(Base)	$15,000 Books (4000)(Base); $50,000 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$134,000 Janitorial services (5000)(Base)	$140,000 Janitorial services (5000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$40,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base);	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base);

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$10,000 Professional Development on ELD strategies (5000)(S&C)	$5,000 Professional Development on ELD strategies (5000)(S&C)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
framework.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$150,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$282,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$15,000 Three teacher stipends (1000)	$15,000 Three teacher stipends (1000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal	$150,000 Two deans of academics and a Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base);	$150,000 Two deans of academics and two Title-I coordinator salaries (1000)(Base); $60,000 Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
towards targets.	assessment scores, into reports and regularly review progress towards targets with our staff.	$6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	(3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$60,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$60,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Literature, AP World History, and AP Calculus, AP Computer and AP US History.	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer “Advisory” classes (college planning and career exploration	We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and	$2,000 Naviance program (5000)(Base);	$2,000 Naviance program (5000)(Base);

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	$3,000 College preparation materials (4000)(Base)	$3,000 College preparation materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your reclassification rate or EL progress, ELA/math status or change on the academic indicator on the school dashboard; AP passing rate… Or if an action has not been very effective, talk about how you will modify it.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main difference that we had was our textbook allocated funds was not used because we did not make the purchase for Spanish textbooks. We have allocated the funds for next year to purchase the Spanish textbooks.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 10%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study**:** 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: >90%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Academic Pentathlon, Science Olympiad, Personal Finance, A+ (Advance math), Art, PE, Computer etc.	$2,290,000 Teacher salaries (1000)(Base); $500,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $25,000 Field trip expenses (5000)(Donations)	$2,740,000 Teacher salaries (1000)(Base); $600,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$300,000 2 Principals and 2 Deans of Academics salaries (1000)(Base); $70,000 Benefits (3000)(Base)	$300,000 2 Principals and 2 Deans of Academics salaries (1000)(Base); $70,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	$70,000 1 Accelerated/Advanced Math teacher salary and	$70,000 1 Accelerated/Advanced Math teacher salary and

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	$60,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$60,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	science fairs and activities as well.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the field trips was higher than expected. With the increase in enrollment, we also had to increase the number of busses and trips that were available for students. Additionally, we had to spend more funds on STEAM materials because this year, our Art teacher attended PDs that involved getting technology equipment and additional materials; this was a huge benefit for our students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 7 By the end of 2017-18 (Planned): 8
Number of ELAC meetings per year: 4	Current: 3 By the end of 2017-18 (Planned): 4
Number of PTF meetings per year: 4	Current: 8 By the end of 2017-18 (Planned): 9
Number of activities/events for parent involvement per year: 5	Current: About 28 By the end of 2017-18 (Planned): 30+
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly: MET
Number of progress reports sent to parents per year: 4	4
Percentage of students who have been home-visited by the teachers per year: 25%	2016-17 (Baseline): 13% 2017-18 (Current): 15% 2017-18 (End of year Planned): 20%
ADA rate: 96%	2016-17 (Baseline): 96% 2017-18 (Current): 96% 2017-18 (End of year: 96%

Expected	Actual	
	Projected)	
Chronic absenteeism rate: 8%	2016-17 (Baseline)	5.2%
	2017-18 (Current)	8%
	2017-18 (End of year Projected)	<7%
Middle school dropout rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
High school dropout rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2016-17 (Baseline)	100%
	2017-18 (End of year Projected)	100%
Student suspension rate: 0%	2016-17 (Baseline)	0.9%
	2017-18 (Current)	2.31%
	2017-18 (End of year Projected)	3%
Student expulsion rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%

Expected	Actual
School experience survey participation rates will be:	School experience survey participation rates are:

Students:	90%
Families:	85%
Staff:	90%

Students:	88.5%
Families:	70.5%
Staff:	91.4%

School experience survey average approval rates will be:	School experience survey average approval rates are:

Students:	75%
Families:	90%
Staff:	80%

Students:	61%
Families:	88%
Staff:	64%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
parent conferences to promote parental participation in programs.	You can add more events here that promote parental participation.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and	$70,000 School Psychologist salary (1000)(S&C); $15,000	$70,000 School Psychologist salary (1000)(S&C); $15,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
families. Academic and social-emotional support will be provided to address student needs.	social-emotional support to address student needs.	Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	Benefits (3000)(S&C); Edge Coaching (5000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$79,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$79,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The expulsion rate continues to be 0% and we use alternative to suspensions as much as possible. Additionally our ADA has continue to be at or over 95%. Lastly, our graduation rate continues to be 100% for our freshmen cohort.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on

acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

Stakeholder Engagement

LCAP Year: **2018–19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 120 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Morning Interventions, Tutoring Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

 To ensure teachers are appropriately assigned and fully credentialed

 To ensure students have sufficient access to standards-aligned instructional materials

 To ensure school facilities are maintained in good repair

Priority 2:

 To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

 To ensure EL students make annual progress in learning English

 To ensure our students are college/career ready

Priority 8:

 To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	>90%	>90%	>90%	>90%
Percentage of students performing proficient on the CAASPP-ELA/Literacy	2016-17 (Baseline): All Students: 47% English Learners: 3%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5	2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessments (Grades 3-8):	Socioeconomically Disadvantaged: 44% Students with Disabilities: 7% Homeless: 50% African American: NA% Hispanic: 43% White: 74%	percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 20 points below level 3 English Learners: 46.2 points below level 3 Socioeconomically Disadvantaged: 29	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	points below level 3 Students with Disabilities: 102.5 points below level 3 Homeless: 51 points below level 3 African American: NA points below level 3 Hispanic: 30.7 points below level 3 White: 52.2 points below level 3	points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 33% English Learners: 15% Socioeconomically Disadvantaged: 29% Students with Disabilities: 8% Homeless: NA African American: NA Hispanic: 20% White: 61%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 33% English Learners: 5% Socioeconomically Disadvantaged: 30% Students with Disabilities: 7% Homeless: 50% African American: NA% Hispanic: 28% White: 74%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year	2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 41.3 points below level 3 English Learners: 59.9 points below level 3 Socioeconomically Disadvantaged: 47.7 points below level 3 Students with Disabilities: 124.2 points below level 3 Homeless: 30.9 points below level 3 African American: NA points below level 3 Hispanic: 50.3 points below level 3 White: 31.1 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		White: 3 points up from the prior year	White: 3 points up from the prior year	White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 31% English Learners: 17% Socioeconomically Disadvantaged: 26% Students with Disabilities: 7% Homeless: NA African American: NA Hispanic: 22% White: 55%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	73.5%	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	21.95%	2 percentage point up from the prior year	2 percentage point up from the prior year	2 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	45%	2 percentage point up from the prior year	2 percentage point up from the prior year	2 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	60%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	20.5%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	90%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	50%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
review master schedule/teacher assignments to ensure compliance.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$10,000	$10,000
Source	Base	Base	Base
Budget Reference	$12,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$7,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$7,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$50,000	$50,000
Source	Base	Base	Base
Budget Reference	$40,000 Books (4000)(Base); $10,000 Instructional materials (4000)(Base)	$20,000 Books (4000)(Base); $30,000 Instructional materials (4000)(Base)	$10,000 Books (4000)(Base); $40,000 Instructional materials

Year	2017-18	2018-19	2019-20
			(4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$135,000	$150,000	$160,000
Source	Base	Base	Base
Budget Reference	$40,000 Janitorial services (5000)(Base)	$41,000 Janitorial services (5000)(Base)	$42,000 Janitorial services (5000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,500	$100,000	$125,000
Source	Base	Base	Base
Budget Reference	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost

Year	2017-18	2018-19	2019-20
	fees (5000)(Base); Dean of Academics	fees (5000)(Base); Dean of Academics	fees (5000)(Base); Dean or Academics

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$85,000	$90,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$65,000 EL Coordinator salary (1000)(S&C); $15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$70,000 EL Coordinator salary (1000)(S&C); $15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$75,000 EL Coordinator salary (1000)(S&C); $15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
in PD on ELD instructional strategies and CHATS framework.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$4,000
Source	S&C	S&C	S&C
Budget Reference	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$65,000	$65,000	$65,000
Source	Title I	Title I	Title I
Budget Reference	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Title 1	Title 1	Title 1

Year	2017-18	2018-19	2019-20
Budget Reference	$15,000 Three teacher stipends (AP Teachers) (1000)	$15,000 Three teacher stipends (AP Teachers) (1000)	$15,000 Three teacher stipends (AP Teachers) (1000)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$123,000	$123,000	$123,000
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$150,000 Two deans of students and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$150,000 Two deans of students and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$150,000 Two deans of students and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$81,000	$82,000
Source	Base	Base	Base
Budget Reference	$65,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$66,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$67,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$22,000	$24,000
Source	Base	Base	Base
Budget Reference	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$22,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$24,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Base	Base	Base
Budget Reference	$10,000 Naviance program (5000)(Base); $5,000 College preparation materials (4000)(Base)	$10,000 Naviance program (5000)(Base); $5,000 College preparation materials (4000)(Base)	$10,000 Naviance program (5000)(Base); $5,000 College preparation materials (4000)(Base)

720K

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

 To increase student access to a broad course of study

 To offer innovative courses and programs

Priority 8:

 To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math	3%	10%	10%	10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
class and/or Advanced Math club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	>90%	>90%	>90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,530,000	$2,585,000	$2,635,000
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$2,000,000 Teacher salaries (1000)(Base); $500,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)	$2,040,000 Teacher salaries (1000)(Base); $510,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $25,000 Field trip expenses (5000)(Donations)	$2,080,000 Teacher salaries (1000)(Base); $520,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $25,000 Field trip expenses (5000)(Donations)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$310,000	$316,000	$322,000
Source	Base	Base	Base
Budget Reference	$250,000 2 Principal and 2 Deans of Academics salaries (1000)(Base); $60,000 Benefits (3000)(Base)	$255,000 2 Principal and 2 Deans of Academics salaries (1000)(Base); $61,000 Benefits (3000)(Base)	$260,000 2 Principal and 2 Deans of Academics salaries (1000)(Base); $62,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$85,000	$85,000
Source	Base	Base	Base
Budget Reference	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated

Year	2017-18	2018-19	2019-20
	Expense: See Goal 2: Action 1]	Expense: See Goal 2: Action 1]	Expense: See Goal 2: Action 1]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$127,000	$127,000	$127,000
Source	Base	Base	Base
Budget Reference	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

6,242,020

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

 To seek parent input in making decisions for the Charter School

 To promote parental participation in programs

Priority 5:

 To increase student attendance

 To avoid chronic absenteeism

 To avoid middle school dropout

 To avoid high school dropout

 To increase high school graduation rate

Priority 6:

 To avoid student suspension

- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	6	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	8	4	4
Number of activities/events for parent involvement per year	5	8	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	13%	18%	20%	25%
ADA rate	96%	96%	97%	97%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	5.2%	7.28%	<7%	<6%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	100%	100%	100%	100%
Student suspension rate	0.9%	2.31%	<2%	<1%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 90.3% Families: 80.2% Staff: 73.6%	Students: 88.5% Families: 70.7% Staff: 91.4%	Students: 90% Families: 80% Staff: 90%	Students: 90% Families: 80% Staff: 90%
School experience survey average approval rates	Students: 65% Families: 90% Staff: 79%	Students: 61% Families: 88% Staff: 64%	Students: 70% Families: 80% Staff: 80%	Students: 70% Families: 80% Staff: 80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$3,000	$3,000

Year	2017-18	2018-19	2019-20
Source	Title I	Title I	Title I
Budget Reference	$1,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Base	Base	Base
Budget Reference	$15,000 Parent activities/events expenses (4000)(Base)	$15,000 Parent activities/events expenses (4000)(Base)	$15,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$6,500
Source	Base	Base	Base
Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense:	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense:	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense:

Year	2017-18	2018-19	2019-20
	See Goal 1: Action 9]	See Goal 1: Action 9]	See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
at their homes to discuss student progress and enhance student learning and involvement.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Title I	Title I	Title I
Budget Reference	$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,000	$190,000	$190,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$100,000 School Psychologist salary (1000)(S&C); $20,000 Benefits (3000)(S&C); Edge Coaching	$160,000 School Psychologist and Counselor salary (1000)(S&C); $30,000 Benefits (3000)(S&C); Edge	$160,000 School Psychologist and Counselor salary (1000)(S&C); $30,000 Benefits (3000)(S&C); Edge

Year	2017-18	2018-19	2019-20
	(5000)(Title I)	Coaching (5000)(Title I)	Coaching (5000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
the Student/Parent Handbook and encourage and support student attendance.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$91,500	$91,500
Source	Base	Base	Base
Budget Reference	$30,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $10,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,000	$75,000	75,000
Source	Base	Base	Base
Budget Reference	$65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses	65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses	$65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses

Year	2017-18	2018-19	2019-20
	(5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	(5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	(5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$85,000	$85,000
Source	Base	Base	Base
Budget Reference	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000
Source	Base	Base	Base
Budget Reference	$3,000 PD on PBIS, restorative practices, classroom management	$3,000 PD on PBIS, restorative practices, classroom management	$3,000 PD on PBIS, restorative practices, classroom management

Year	2017-18	2018-19	2019-20
	(5000)(Base)	(5000)(Base)	(5000)(Base)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students,	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
parents, and staff.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,859,074	30.85 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 983,827	15.67 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy Bell	Jason Hernandez, Principal	jhernandez@magnoliapublicschools.org 323-826-3925

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy Bell, is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM).

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has 495 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 93% Hispanic/Latino and 7% White (Arabic), 86% socioeconomically disadvantaged, 11% special education, and 10% English language learner population.

We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA Bell is supplemented by tutoring, after-school programs, and families training.

LCAP Highlights

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

The collaborative effort in the construction of the LCAP has gathered input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

1. Stakeholder engagement in the shared decision making, especially in the area of blending learning and academic area of mathematics for all students and support of student groups (ELLs and SWD) in ELA and math.
2. Opportunities for professional learning for all stakeholders through workshops and supports, in socioemotional development and academic support in areas like mathematics and blending learning.
3. School community that provides programs to support the socioemotional development and academic learning of all students.

Our learning community has worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

Review of Performance

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

Greatest Progress

MSA Bell stakeholders conducted an analysis of data and information available. It has identified the following as areas of strength.

1. Suspension Indictor on the California Dashboard is at a blue or very low rate and levels maintain
2. English Language Progress Indicator on the California Dashboard is at a blue or very high level and continues to maintain this level
3. English Language Arts Indicator on the California Dashboard is at yellow or low, but it has increased a level for all student groups in the spring 2017 to the fall of 2017
4. Mathematics indicators on the California is in the low range, but the student group with disabilities has increased a color level from the spring of 2017 to the fall of 2017

MSA Bell seeks to continually develop professional learning opportunities for all stakeholders in the area of socioemotional development, especially staff that is continually tasked with supporting students beyond the daily academic challenges. Potential trainings include coaching adolescents in executive functioning skills.

MSA Bell continues to be prideful in the development and academic capacity of it’s ELLs. Continual support and compliance is provided to the staff in the form of professional learning opportunities, grade level meetings, webinars, and other trainings. CHATS framework has been strategy of focus among staff members. In the classroom, students are introduced to literacy opportunities and strategies for comprehension and development in all courses. Enrichment in the development of language includes engagement with higher-order thinking questions, various scaffolding and accommodations to support language acquisition, cooperative groups, explicit direct instruction, word walls, content and language learning objectives. Continually development in this field will be provided to all stakeholders, especially since the state expectations are changing with the introduction of the ELPAC.

Greatest Needs

MSA Bell stakeholders conducted an analysis of data and other formative and informative information available. It has identified the following as areas of need in order to close the achievement gap.

1. Mathematics indicator on the California Dashboard is at orange or low for all student groups. The exception is the student group that is labeled socioeconomically disadvantaged, which is on the color indicator of yellow or low.
2. English Language Arts indicator on the California Dashboard is at yellow or low for all students. The student group, students with disabilities, is at an orange or very low.
3. Per student survey, the usage of technology is high and perceived as the teaching tool, instead of a supplement to extend the learning experience.
4. Per staff survey, development of a plan to maintain and support new teachers that enter the school site.

MSA Bell seeks to continually develop professional learning opportunities in both the areas of ELA and Mathematics. A new teaching position being created is a STEAM teacher. This teacher will collaborate with the educational team to identify areas of greatest need in ELA and Mathematics and create a course curriculum that capitalizes in these opportunities. The course will increase student exposure to the fields of mathematics and engineering.

MSA Bell will seek to solidify the inclusion model on campus. Plans are being created to identify a coordinator to oversee SpEd compliance and training for all teachers in their work with SWD. Additional support will be in the form of classroom collaborative teaching and planning, research and identifying trainings to fulfil the areas of need and seek opportunities to collaborate with other schools around the idea of full inclusion.

MSA Bell seeks to solidify the blended learning program and change the narrative for all members of the community that technology is a critical component of today's world and develop a belief that it is an extension of the educational experience (good teaching). Alongside this narrative, digital citizenship will be streamlined across the campus to align with the vision of the school to educate young individuals that will contribute to the community as a socially responsible and educated member of society.

MSA Bell seeks to further understand the needs of the teaching community and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, site-based orientation that addresses school and individual needs, mentorship program with a seasoned staff member on site, and other strategies of support are currently being investigated.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Greatest Area of Need

1. Math, Student Group: English Language Learners
2. Math, Student Group: Students with Disabilities
3. English Language Arts, Student Group: SWD

Intervention/Action Plan

English Language Learners and Students with Disabilities have been identified as the group of greatest need on the school site in the area of mathematics and English Language Arts. MSA Bell is currently in the process of developing an intervention course/elective for incoming 6th grade students. The course will focus on the identified focus areas of math with the emphasize on project-based learning, engineering, and academic

discourse. Secondly, we will continue to provide access to intervention programs, like ST Math, which students can utilize at school and home. Families will be educated on the resources that are available for academic support. Lastly, there is continual effort to provide sheltered instruction, which is an approach to teaching English Language Learners in a manner that makes the content comprehendible to the learner. MSA Bell has identified that there are students that qualify under both student groups: SWD and ELL. The utilization of the CHATS framework for language acquisition will benefit that student groups that are struggling by providing various strategies that assist in the acquisition and development of language.

Increased or Improved services

MSA Bell will provide counseling and social-emotional support to all students, especially foster youth, homeless, and other in needs. This will include building capacity of teachers in trauma-informed approaches to instruction and classroom management.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 5,755,567
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 3,985,500

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The following are expenses that are not described in the general fund budget expenditure of the LCAP, but are expenses necessary for the operation and success of the school.

1. MPS Home Office expenses that includes operations, compliance, back-office, and other clerical essentials for the successful operation of the school.

2. Administrative expenses necessary to operate a successful school. This includes: office expenses, accounting, back-office, legal, marketing, IT, communication, postage, etc.

3. After-School programs that are funded by the ASES grant. This includes administrative expenses to operate a successful after-school program.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 4,830,998

Annual Update

LCAP Year Reviewed: 2017–18

Goal 1

MSA Bell provides academic excellence to all students.

State and/or Local Priorities addressed by this goal:

Priority 1:

1. To ensure teachers are appropriately assigned and properly credentialed

Priority 2:

1. To maintain implementation of CCSS for all students, including subgroups
2. To ensure teachers are trained in CCSS and the pedagogical shifts in support of increasing student learning and SBAC readiness
3. To ensure English Learners can access the CCSS and ELD standards.
4. To increase the percentage of students who are on track to be college- and career- readiness
5. Begin integration of “A,” arts in core curriculum

Priority 4:

1. To ensure a rigorous and relevant academic program
2. To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the SBAC assessment system
3. To increase the percentage of ELs who meet or exceed the criteria for reclassification

Priority 7:

1. Ensure students have sufficient access to CCSS aligned instructional materials

Priority 8:

1. Collect, analyze and use multiple measures of student performance to increase student proficiency

Annual Measureable Outcomes

Expected	Actual
PRIORITY 1	**PRIORITY 1**
100% of MSA Bell's teachers will be appropriately assigned and properly credentialed as required by law and the charter.	100% of MSA Bell's teachers are appropriately assigned and properly credentialed as required by law and the charter.
PRIORITY 2	**PRIORITY 2**
MSA Bell will maintain 100% implementation of CCSS.	MSA Bell implemented CCSS with 100% fidelity
MSA Bell teachers will receive at least 3-trainings/professional developments on the CCSS.	MSA Bell teachers receive at least 3-trainings and/or professional development on the CCSS through course work, staff PLC, etc.
MSA Bell teachers will receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning.	MSA Bell teachers receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning through course work, staff PLC, etc.
MSA Bell teachers will receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners.	MSA Bell teachers receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners through course work, staff PLC, etc.
100% of MSA Bell students will participate in advisory course that covers college talk. (a-g requirements, college field trips, etc.)	100% of MSA Bell students participate in advisory course that covers college talk.
MSA Bell teachers will receive at least 1 training in the integration of ARTS in the core curriculum.	MSA Bell teachers receive at least 1 training in the integration of ARTS in the core curriculum through professional development training, staff PLC, or visiting schools with promising practices, etc.
PRIORITY 4	**PRIORITY 4**
For all student, including subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5 points from fall to spring.	pending
Using the SBAC data from 2015-2016, Increase proficiency by 3% on SBAC for all students, including subgroups in Math and ELA (SPED, EL, Foster Youth, Social-Economic Disadvantages, Hispanic/Latino)	pending

Expected	Actual
MSA Bell will meet or exceed the annual API growth targets for all student subgroups. (If and when API is reinstated by California)	Expectation not applicable, because California transitioned to the CA Dashboard.
The percentage of EL students who are reclassified will increase by 5% from the prior year.	Upon the start of the LCAP, 22% of EL students reclassified. At the end of the 2016-17 school year, 44% of EL students reclassified. This goal has been met.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 1: MSA Bell administration will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	**Priority 1:** MSA Bell administration conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs.	$2,358,191.60 (1000, 3000)	[Add estimated actual expenditures here]
Priority 1: MSA Bell administration will annually review master schedule/teacher assignments to ensure compliance.	**Priority 1:** MSA Bell administration annually reviews master schedule/teacher assignments to ensure compliance.	$446,986 (1000)	
Priority 2: MSA Bell will annually review all CCSS aligned materials and purchase any necessary materials approved by the state.	**Priority 2:** MSA Bell annually reviews all CCSS aligned materials to ensure state approved materials.	$22,000 (4100)	
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with the	**Priority 2:** MSA Bell provided professional development (at least 3) for all staff corresponding with the implementation of CCSS.	$34,000 (5863)	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
implementation of CCSS. (This will be in the form of workshops, seminars, etc.)			
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. SEL such as restorative justice practices, community circles, etc.	**Priority 2:** MSA Bell provided professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. SEL such as restorative justice practices, community circles, etc.	$34,000 (5863)	
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. ELD standards and teaching English language Learners.	**Priority 2:** MSA Bell provided professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. ELD standards and teaching English language Learners.	$34,000 (5863)	
Priority 2: MSA Bell will research and conduct professional development (at least 1) for all staff corresponding with implementation and integration of ARTS in the core curriculum.	**Priority 2:** MSA Bell provided professional development (at least 1) for all staff corresponding with implementation and integration of ARTS in the core curriculum.	$34,000 (5863)	
Priority 2: MSA Bell students, through advisory, will receive career- and college- readiness opportunities through classroom lessons and field trips.	**Priority 2:** MSA Bell students, through advisory, receive career- and college- readiness opportunities through classroom lessons and field trips.	$30,000 (5830)	(4325, 5830)
Priority 4: MSA Bell students will take MAP in ELA and Math, three times during the year. Measurements will be evaluated and guide teacher's instruction and curriculum in	**Priority 4:** MSA Bell students take MAP assessment 2x per year. Growth?		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
order to show growth of at least 5 points from fall to spring.			
Priorities 4: All students will take interim SBAC block assessments in math and ELA periodically. Along with these results and other internal assessments, teachers will adjust instruction and curriculum.	**Priorities 4:** All students take the interim SBAC block assessments in math and ELA periodically.		
Priorities 4: MSA Bell will identify EL students and ELD coordinator will plan instruction to support EL students. Planning, instruction and data analyzes will guide curriculum to ensure EL students increase 5% from prior year.	**Priorities 4:** MSA Bell identified ELs and plans supporting instruction to ensure growth.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

MSA Bell provides academic excellence to all students. This is achieved by ensuring the following:

1. Appropriately assigning teachers to courses per their credential and providing the necessary classroom supports to ensure academic growth.
2. Academic rigor and relevance and implementation of CCSS is provided through the various classroom resources and curriculum, training on ELD framework and strategies, and resources on Summit Platform.

3. Internal assessment is accomplished through the usage of NWEA MAP, this allows the staff to measure and inform instruction for literacy and mathematics.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Measuring effectiveness of action plans was conducted in the following manner:

1. Quantity of professional development trainings for all stakeholders. For example, monthly trainings on working with student groups was provided to staff. This includes ELD support and trauma informed training.
2. Review of MAP data to analysis student growth from Fall to Spring.
3. Review of SBAC data to determine the most effective instructional approach to achieve student growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted expenditures fall within the expected measures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

MSA Bell will maintain the goals established and modify according.

1. An area opportunity will be to identify the quality and sustainability of the professional development for all stakeholders.
2. Find opportunities to develop cross-curricular opportunities that are STEAM related.
3. Create a tool to measure college- and career-readiness

LCAP Year Reviewed: 2017–18

Goal 2

MSA Bell promotes innovation amongst all students.

State and/or Local Priorities addressed by this goal:

Priority 4:

1. Implement a blended learning program in order to help all students build 21st century skills to be college- and career-ready

Priority 5:

1. Prepare all students, including subgroups to be adaptable, responsible critical thinkers who contribute to the global community.

Priority 6:

1. Create a positive school climate that adapts to the needs of the community.

Annual Measureable Outcomes

Expected	Actual
Priority 4	**Priority 4**
MSA Bell will implement blended learning through the training from Summit Basecamp in a 100% of the core classes.	MSA Bell implements blended learning in a 100% of the core classes.
MSA Bell will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	MSA Bell provides 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
100% of students will have sufficient access to all academic and educational programs provided by MSA Bell.	100% of students have sufficient access to all academic and educational programs provided by MSA Bell.
Priority 5	**Priority 5**
At least 80% of all students enrolled in MSA Bell will create or demonstrate a STEAM focused, community based project, experiment, model or demo.	All MSA Bell students participate in a STEAM focused, community based project, experiment, model or demo.

Expected	Actual
At least 25% of the student population at MSA Bell will participate in an internship or site field trip to gain hands on experience in a respective field in STEAM.	At least 25% of the student population at MSA Bell participated in a field trip related to the field of STEAM.
At least 5% of student population at MSA Bell will participate in a service-learning project based on community needs.	At least 5% of student population at MSA Bell participate in a service-learning project. (video activity with focus on homelessness, diversity, etc.)
Priority 6	**Priority 6**
MSA Bell School Satisfaction Survey: at least 80% of student population will rate the overall school experience positively; at least 85% of staff will rate the overall all school experience positively; at least 90% of parents will rate the overall school experience positively.	MSA Bell School Satisfaction Survey: at least 80% of student population rate the overall school experience positively; at least 75% of staff rate the overall all school experience positively; at least 90% of parents rate the overall school experience positively.
MSA Bell will maintain Restorative Justice Practices and provide access to through partnerships to mental health services to ensure a suspension rate of no more than 3% and an expulsion rate of no more than 1%.	MSA Bell maintains a low suspension and expulsion rate within the measurable outcomes and measures positively on the CA Dashboard.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 4: MSA Bell staff will receive training and support for blended learning through Summit Basecamp. Training will be conducted in July.	**Priority 4:** MSA Bell staff received training and support for blended learning throughout the academic school year.	$10,000 (5220)	[Add estimated actual expenditures here]
Priority 4: MSA Bell will offer all core subjects, with an emphasis in STEAM education, as prescribed in the charter.	**Priority 4:** MSA Bell offers all core subjects, with an emphasis in STEAM education, as prescribed in the charter.	(1000, 3000, 5863)	
Priority 4:	**Priority 4:**	(1000, 3000, 5863)	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MSA Bell will support different needs in the area of math enrichment, English language development, advance class placement and other needs through the PLP provided by Summit Basecamp.	MSA Bell students received additional resources in the area of math development, English Language Development, advance class placement and other needs.		
Priority 4: MSA Bell will utilize surveys for all stakeholders to identify areas of interest for elective courses.	**Priority 4:** MSA Bell has provided students with choice on their election of elective course.		
Priority 4: MSA Bell will provide an educational program that is inclusive for all students, including subgroups. MSA Bell staff will conduct PD in order to meet the needs of all students. (SEL, co-teaching, Summit Basecamp, etc.)	**Priority 4:** MSA Bell provides an educational program that is inclusive for all students, including subgroups.	(5822, 5863)	
Priority 5: As a STEAM focused school, teachers will incorporate an experiment or service-learning project in which at least 80% of the student population participates.	**Priority 5:** Teachers incorporate an experiment or service-learning project in which at least 80% of the student population participates.	(4325, 4326)	
Priority 5: MSA Bell will provide career-readiness opportunities in the area of STEAM through site field trip or internship. This will be provided for at least 25% of the student population.	**Priority 5:** MSA Bell provides career-readiness opportunities in the area of STEAM through site field trip or internship. This is provided for at least 25% of the student population.	$20,000 (5813)	
Priority 6: MSA Bell will seek an 80% rate for student overall experience on yearly conducted surveys. This will be accomplished by provided a safe and supportive environment that is conducive for learning through training in SEL.	**Priority 6:** MSA Bell received an 80% rate for student overall experience on yearly conducted surveys.	(5822)	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 6: MSA Bell will seek an 85% rate for staff overall experience on yearly conducted surveys. This will be accomplished by provided a supportive and risk taking culture that strives for high student achievement. (includes tuition reimbursement)	**Priority 6:** MSA Bell received a 75% rate for staff overall experience on yearly conducted surveys.	(1000, 2000, 3000, 5800)	
Priority 6: MSA Bell will seek to maintain a 90% rate for parent overall experience on yearly conducted surveys. This will be accomplished by providing resources and opportunities for parent input, such as workshops, parent college, parent conferences, etc.	**Priority 6:** MSA Bell received at least a 90% rate for parent overall experience on the yearly conducted surveys.		
Priority 6: MSA Bell will maintain a low suspension rate of no more than 3% and an expulsion rate of no more than 1%, by providing restorative justice practices and resources through partnerships for mental health services. (CSUN, ENKI, etc.)	**Priority 6:** MSA Bell maintains a low suspension and expulsion rate within the measurable outcomes and measures positively on the CA Dashboard.	(5822, 5863)	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

MSA Bell promotes innovation amongst all students. This is achieved by ensuring the following:

1. Through the implementation of project based, blended learning, students develop their 21st century skills for college- and career-readiness.
2. Students are provided with resources necessary to achieve academic success, this includes qualified teachers and support staff, curriculum, technological resources, nutrition, counseling, and other necessary resources that will help all students achieve academic excellence.
3. MSA Bell is evaluated on a yearly basis by all stakeholders to ensure that the needs of the learning community are being met.
4. MSA Bell has developed a culture of acceptance and connectedness, this ensures that students feel welcome and the environment is conducive to achieve academic success. As a learning community, we have established a school culture that is open to restorative practices, but will require further training and development for effective implementation. This accounts for the low suspension and expulsion rate.
5. MSA Bell is currently awaiting the following data for analysis of the school year: SBAC, Spring MAP, and EL reclassification results.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Measuring effectiveness of action plans was conducted in the following manner:

1. Students participated in blended learning in all of the core classes. This was made possible through the usage of the Google Suites and Summit Learning Platform.
2. All of the school programs and resources were made accessible to all students. This includes services such as ELD developmental support and services as expected through IEPs for students with disabilities.
3. Students involvement with experience in the area of STEAM increased through electives courses, project based learning in the classroom, field trips, participation in the MPS STEAM Expo, and service learning activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted expenditures fall within the expected measures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

MSA Bell will maintain the goals established and modify according.

1. Use classroom walk-through matrices to measure appropriate usage of blended learning in the classroom.
2. Develop a curriculum for Life Skills that will be specific to the needs of academic and social-emotional support of the students within the specific grade level.
3. Develop more opportunities for students to showcase and celebrate their projects that are completed in their core courses.

LCAP Year Reviewed: 2017–18

Goal 3

MSA Bell builds connections amongst all stakeholders in the community.

State and/or Local Priorities addressed by this goal:

Priority 1:

1. Maintain a safe school environment with facilities that are in good repair.

Priority 3:

1. Encourage a partnership with parents within the school setting (classroom, supervision, etc.)
2. Provide opportunities for parent involvement and seek parent input in school site decisions

Priority 5:

1. To increase student attendance
2. To avoid chronic absenteeism
3. To avoid middle school dropout
4. Provide opportunities for student participation and seek student input in school site decisions

Priority 6:

1. To increase the sense of safety and school connectedness

Annual Measureable Outcomes

Expected	Actual
Priority 1	**Priority 1**
MSA Bell will maintain at least 90% of items on the facility inspection checklist will be in compliance/good standing.	MSA Bell maintains at least 90% of items on the facility inspection checklist in compliance/good standing as measured by LAUSD.
Daily general cleaning by custodial will maintain campus cleanliness.	Daily general cleaning by custodial remains unsatisfactory. An additional Building & Grounds Custodian will be added to the following school year.

Expected	Actual
Priority 3	**Priority 3**
Administration and teachers will conduct home visits for at least 30% of MSA Bell's students.	Home visit goal was adjusted to be maintained at a least 25% of student population. Final results is yet to be determined.
Parent workshops will be conducted monthly to support all learners, including subgroups.	Workshops are conducted monthly either through Coffee Chats, parental meetings, and other parent workshops that are offered.
MSA Bell will hold at least 4 SSC meetings per year.	MSA Bell holds at least 4 SSC meetings per year.
MSA Bell will hold at least 4 English Learner Advisory Committee (ELAC) meetings per year.	MSA Bell holds at least 4 English Learner Advisory Committee (ELAC) meetings per year.
MSA Bell will hold at least 6 Parent Task Force (PTF) meetings per year.	MSA Bell holds at least 6 Parent Task Force (PTF) meetings per year.
MSA Bell will hold at least 5 parent activities/events per year.	MSA Bell holds at least 5 parent activities/events per year.
Teachers will update SIS records daily/weekly.	Upon regular reminders, teachers update SIS records daily/weekly.
MSA Bell will send at least 4 progress reports/cards to parents per year.	MSA Bell sends at least 4 progress reports/cards to parents per year.
Priority 5	**Priority 5**
MSA Bell will maintain an ADA rate of at least 95%.	MSA Bell maintains an ADA rate of at least 95%.
MSA Bell will maintain a chronic absenteeism rate of no more than 1%.	MSA Bell has maintained a chronic absenteeism rate of 3.9%
MSA Bell will maintain a middle school dropout rate of no more than 1%.	MSA Bell maintains a middle school dropout rate of no more than 1%.
MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups.	MSA Bell maintains an elected Student Council of at least 3% of the student population, including subgroups.
Priority 6	**Priority 6**
MSA Bell will conduct at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness.	MSA Bell conducted at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness.
MSA Bell will conduct monthly emergency drills to ensure safety of all stakeholders.	MSA Bell conducts monthly emergency drills to ensure safety of all stakeholders.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 1: MSA Bell in partnership with LAUSD facility management will ensure that the school is cleaned daily and facility is maintained in good standings at least 90% of the time.	**Priority 1:** MSA Bell in partnership with LAUSD facility management ensures that the school is cleaned daily and facility is maintained in good standings at least 90% of the time.	(5610)	[Add estimated actual expenditures here]
Priority 3: MSA Bell will conduct a home visit to at least 30% of the families in order to develop and maintain a partnership with the home and community.	**Priority 3:** MSA Bell conducts home visits of at least 25% of the families in order to develop and maintain a partnership with the home and community. Final number will be determined soon.	(Title 1)	
Priority 3: MSA Bell will provide various resources for families in the form of workshops, Parent College and other family engagements. Our Dean of Culture will lead this area.	**Priority 3:** MSA Bell provided various workshop opportunities for our families throughout the academic school year.	(5101, 5822, Title 1)	
Priority 3: MSA Bell will conduct and host the following meetings to inform and encourage parent involvement and in the school community. 1. MSA Bell will conduct at least 4 SSC meetings per year 2. MSA Bell will conduct at least 4 ELAC meetings per year	**Priority 3:** MSA Bell conducts and host family meetings to inform and encourage involvement and in the school community. All expected outcomes have been met.	(Title 1)	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. MSA Bell will conduct at least 6 PTF meetings per year 4. MSA Bell will conduct at least 5 parent activities/events per year **5.** MSA Bell will conduct at least 4 progress reports/cards to parents per year			
Priority 3: MSA Bell will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Teachers will ensure grades are updated on a regular basis.	**Priority 3:** MSA Bell provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Teachers ensure grades are updated on a regular basis.	(5887)	
Priority 5: MSA Bell will be proactive to create a safe environment that welcomes students to school in order to maintain an ADA rate of at least 95%, and a chronic absenteeism rate of no more than 1%.	**Priority 5:** MSA Bell creates a safe environment that welcomes students to school by maintaining an ADA rate of at least 95%, and a chronic absenteeism rate of no more than 3.9%.	(5863)	
Priority 5: MSA Bell will provide a safe, nurturing and engaging learning environment that will provide all students with a college preparatory education in order to maintain a dropout rate of no more than 1%.	**Priority 5:** MSA Bell provides a safe, nurturing and engaging learning environment that maintains a dropout rate of no more than 1%.	(5800)	
Priority 5: MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups. The elected body will meet with administration and other students to continually provide	**Priority 5:** MSA Bell has an elected Student Council of at least 3% of the student population, including subgroups.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
feedback to best meet the needs of all students.			
Priority 6: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with SEL to ensure a safe and connectedness school culture.	**Priority 6:** MSA Bell provided professional development (at least 3) for all staff corresponding with SEL to ensure a safe and connectedness school culture.	(5800)	
Priority 5: MSA Bell in partnership with the other schools on campus will conduct regular safety drills to ensure their safety. Drills and results will be recorded and data collected to analysis any areas of improvement.	**Priority 5:** MSA Bell collaborates monthly to conduct safety drills.	(5800)	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

MSA Bell builds connections amongst all stakeholders in the community. This is achieved by ensuring the following:

1. Ensuring the building and grounds are maintained as best as possible. In order to provide a safe learning environment.
2. Home Visits continue to be a successful avenue to engage all stakeholders to build rapport with one another.
3. Several avenues opportunities are created to encourage family and student participation such as PTF, ELAC, SSC, family workshops, Parent College, etc.
4. Students feel connected to the learning environment, as evident through the high ADA.

5. Safety is priority at the school. It is evident through an active and visible administration and teaching staff. As part of student safety and connectedness, the staff participates in regular professional development related to the social-emotional development of adolescent.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Measuring effectiveness of action plans was conducted in the following manner:

1. Quantity of meetings for various gatherings such as home visits, workshops, SSC, ELAC, PTF, and other activities are calculated throughout the year.
2. Information on attendance is reported through Cal PADS and data is collected from the California Dashboard.
3. Monthly emergency drills are conducted collaboratively and recorded at Orchard Academies to ensure the safety of all students and staff.
4. Monthly staff professional development sessions are conducted on supporting our student groups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted expenditures fall within the expected measures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

MSA Bell will maintain the goals established and modify according.

1. As a leadership team, the goal is to create a systematic approach to parent trainings that are aligned with the needs of the school and the learning community.
2. Continue to find opportunities to train staff and all stakeholders in trauma informed instruction.
3. Continue to find opportunities to collaborate with the other schools on Orchard Academies to extend beyond safety drills, and look at restorative practices and proactive measures to handle potential adolescent struggles.

Stakeholder Engagement

LCAP Year: **2017–18**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Public School Choice (PSC) review, Charter School Division (CSD) review, Coffee Chat meetings, Board of Directors meetings, Principal meetings, and staff meetings. Feedback from our committees and meetings provide valuable input for the new LCAP. In addition, the MSA Bell conducts surveys for families, students, and staff, and the school staff conducts home visits. These all serve as a way to inform, educate, and gather input and feedback from all critical stakeholders.

MSA Bell has an approved charter petition with measurable student outcomes and methods to assess student progress. WASC accreditation provides a reflective opportunity to gather stakeholder feedback and input with action plans for continuous school improvement. SPSA develops the learning community to identify and address the instructional needs of students through Title 1 funds. The collaborative process monitors performance data, student needs, identifies goals, implements appropriate interventions/preventions. The PSC process allows stakeholders the opportunity to review school data, understand elements of a high-quality school and review the school proposals and offer their feedback. The various opportunities provide stakeholder engagement to address the needs of the student. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The MSA Bell has held its periodical meetings this year to gather input from our stakeholders. These include 10 PTF meetings, 4 SSC meetings, 4 ELAC meetings, several parent activities/events including Coffee Chat meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. 100% of our stakeholders participated in this survey. The staff has completed 20% of its home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholders have reviewed input in order to adjust all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

1. Improvements in designated/integrated English Learner services.
2. Expanding after hour enrichment opportunities, like regular Saturday for Success Sessions.
3. Reviewing and learning about MTSS in order to provide academic and social-emotion support.
4. Seeking opportunities to create constructive teacher feedback and increase quality instruction.
5. Increasing college preparedness by offering advance courses that can further their academics at the middle school level, for example courses such as world languages, geometry, etc.
6. Investing in effective technology plan and strategy to provide students with resources necessary to succeed.
7. Investing in teacher professional development in areas such as effective instruction, blended learning, and trauma-informed instruction.
8. Expanding STEAM-based programs and activities.
9. Employing another LAUSD Building & Grounds maintenance worker will address the shorthanded staff at Orchard Academies and lead to better up keeping.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

Priorities 1: Teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Priorities 1: Students will have sufficient access to standards-aligned instructional materials.

Priorities 1: The school's facility inspection checklist will be in compliance/good standing.

Priorities 2: MSA Bell will provide instructional implementation of state standards to all students.

Priorities 4: All students will meet or exceed their proficiency targets on the CASSPP, ELA/Literacy and Mathematics assessments.

Priorities 4: All students will show growth on the CASSPP, ELA/Literacy and Mathematics assessments, as identified by the CA Dashboard.

Priorities 4: All students will meet their growth targets on the reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

Priorities 4: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.

Priorities 4: EL students will be reclassified annually.

Priorities 8: Students will receive a grade of "C" or better in core subjects and electives.

Identified Need:

The following has been identified as needs in order to comply with state requirements and authorizing body, LAUSD.

1. Credentialed teachers that are appropriated assigned to teach CCSS.

2. Develop proficiency targets and continual growth for all students, including student groups. This is measured by CASSPP assessment in English Language Arts/Literacy and Mathematics assessments, and the California Dashboard.

3. Development and continual growth of English Language Learners through ELD instructional support.

4. All students developing the skills and content knowledge to excel in the classroom. This will assist students in the development of soft skills and develop habits that are essential for college- and career- readiness.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	85%	85%	85%	85%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 40% English Learners: 0% Socioeconomically Disadvantaged: 39% Students with Disabilities: 13% Homeless: *	2017-18 (Expected): All Students: 40% English Learners: 0% Socioeconomically Disadvantaged: 39% Students with Disabilities: 13% Homeless: *	2018-19 (Expected): All Students: 45% English Learners: 5% Socioeconomically Disadvantaged: 44% Students with Disabilities: 18% Homeless: *	2019-20 (Expected): All Students: 50% English Learners: 10% Socioeconomically Disadvantaged: 49% Students with Disabilities: 23% Homeless: *

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	African American: * Hispanic: 41% White: 29%	African American: * Hispanic: 41% White: 29%	African American: * Hispanic: 46% White: 34%	African American: * Hispanic: 51% White: 39%
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 14.5 points below level 3 English Learners: 59 points below level 3 Socioeconomically Disadvantaged: 15 points below level 3 Students with Disabilities: 103.4 points below level 3 Homeless: * African American: * Hispanic: 14.1 points below level 3 White: 21 points below level 3	2017-18 (Expected): All Students: 14.5 points below level 3 English Learners: 59 points below level 3 Socioeconomically Disadvantaged: 15 points below level 3 Students with Disabilities: 103.4 points below level 3 Homeless: * African American: * Hispanic: 14.1 points below level 3 White: 21 points below level 3	2018-19 (Expected): All Students: 11.5 points below level 3 English Learners: 56 points below level 3 Socioeconomically Disadvantaged: 13 points below level 3 Students with Disabilities: 100.4 points below level 3 Homeless: * African American: * Hispanic: 11.1 points below level 3 White: 18 points below level 3	2019-20 (Expected): All Students: 8.5 points below level 3 English Learners: 53 points below level 3 Socioeconomically Disadvantaged: 10 points below level 3 Students with Disabilities: 97.4 points below level 3 Homeless: * African American: * Hispanic: 8.1 points below level 3 White: 15 points below level 3
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 29% English Learners: 1% Socioeconomically Disadvantaged: 28% Students with Disabilities: 1% Homeless: * African American: * Hispanic: 30%	2017-18 (Expected): All Students: 31% English Learners: 3% Socioeconomically Disadvantaged: 30% Students with Disabilities: 3% Homeless: * African American: * Hispanic: 32%	2018-19 (Expected): All Students: 33% English Learners: 5% Socioeconomically Disadvantaged: 32% Students with Disabilities: 5% Homeless: * African American: * Hispanic: 34%	2019-20 (Expected): All Students: 35% English Learners: 7% Socioeconomically Disadvantaged: 34% Students with Disabilities: 7% Homeless: * African American: * Hispanic: 36%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	White: 25%	White: 27%	White: 29%	White: 31%
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 6% Homeless: * African American: * Hispanic: 21% White: 32%	2017-18 (Expected): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 6% Homeless: * African American: * Hispanic: 21% White: 32%	2018-19 (Expected): All Students: 27% English Learners: 5% Socioeconomically Disadvantaged: 26% Students with Disabilities: 11% Homeless: * African American: * Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2019-20 (Expected): All Students: 32% English Learners: 10% Socioeconomically Disadvantaged: 31% Students with Disabilities: 16% Homeless: * African American: * Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 70.7points below level 3 English Learners: 112.7 points below level 3 Socioeconomically Disadvantaged: 70.3 points below level 3 Students with Disabilities: 145.7 points below level 3 Homeless: * African American: * Hispanic: 70.7 points below level 3	2017-18 (Expected): All Students: 70.7points below level 3 English Learners: 112.7 points below level 3 Socioeconomically Disadvantaged: 70.3 points below level 3 Students with Disabilities: 145.7 points below level 3 Homeless: * African American: * Hispanic: 70.7 points below level 3	2018-19 (Expected): All Students: 67.7points below level 3 English Learners: 109.7 points below level 3 Socioeconomically Disadvantaged: 67.3 points below level 3 Students with Disabilities: 142.7 points below level 3 Homeless: * African American: * Hispanic: 67.7 points below level 3	2019-20 (Expected): All Students: 64.7points below level 3 English Learners: 106.7 points below level 3 Socioeconomically Disadvantaged: 64.3 points below level 3 Students with Disabilities: 139.7 points below level 3 Homeless: * African American: * Hispanic: 64.7 points below level 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	White: 63.6 points below level 3	White: 63.6 points below level 3	White: 60.6 points below level 3	White: 57.6 points below level 3
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 17% English Learners: 1% Socioeconomically Disadvantaged: 17% Students with Disabilities: 1% Homeless: * African American: * Hispanic: 17% White: 26%	2017-18 (Expected): All Students: 19% English Learners: 3% Socioeconomically Disadvantaged: 19% Students with Disabilities: 3% Homeless: * African American: * Hispanic: 19% White: 28%	2018-19 (Expected): All Students: 21% English Learners: 5% Socioeconomically Disadvantaged: 21% Students with Disabilities: 5% Homeless: * African American: * Hispanic: 21% White: 30%	2019-20 (Expected): All Students: 23% English Learners: 7% Socioeconomically Disadvantaged: 23% Students with Disabilities: 7% Homeless: * African American: * Hispanic: 23% White: 32%
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	100%	100%	100%	100%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	44%	44%	45%	46%
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	57%	58%	59%	60%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
All Students	MSA Bell, All Schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Base Program A. Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs. B. Provide standards aligned materials to all students. C. Professional development in CCSS, especially in the adoption of the NGSS, Math, and History standards. D. Professional Development in the development of teacher's trade as a professional.	Base Program A. A, B, C, D, E, F – Continue, with the possibility of purchasing new textbooks for the new standards in Science and History. B. H – meeting with Orchard Academies Plant Manager to ensure facility is well maintained and adjustments made accordingly.	Base Program A, B, C, D, E, F, G – Continue.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
E. Professional development in Universal Design for Learning (UDL), a framework to improve and optimize teaching and learning for all students, including ELs. F. Professional development in Multi-Tier System of Supports (MTSS), a framework that provides targeted support to struggling students in various areas such as academic growth and achievement, behavior, social and emotional needs (RTI and PBIS). G. Work with Los Angeles Unified School District to hire an additional Building & Ground Maintenance worker.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A $2,832,466 B $50,000 C, D, E, F $93,800 G $235,830	A $2,927,698 B $75,000 C, D, E, F $95,000 G $307,905	A $2,927,698 B $75,000 C, D, E, F $95,000 G $307,905
Source	LCFF Base Title 1	LCFF Base Title 1	LCFF Base Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental A. Acquire and implement ELD curriculum, this includes professional training for new teachers on Study Sync. B. Professional development in Multi-Tier System of Supports (MTSS), a framework that provides targeted support to struggling students in various areas such as academic growth and achievement, behavior, social and emotional needs (RTI and PBIS). C. After hour interventions to support learning, this includes after-school tutoring and Saturday for Success School.	Supplemental A, B, C, D, E – Continue, pricing updated	Supplemental A, B, C, D, E – Continue , pricing updated

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
D. ELA and Math Supplemental Support through MyOn, Fast ForWord (ELA) and ST Math (math) E. Accelerated Reader, provides internal assessment to measure student growth		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. Already incorporated through Goal 1 B. Already incorporated through Goal 1 C. $15,000 (Title 1) D. MyOn (14000) + ST Math (15370) + Fast ForWord (10500) = $25,870 (Title 1) E. $6,200 (AR) (Title 1)	A. Same as above B. Same as above C. $16,000 (Title 1) D. 14,000 + 6,435 + 31,675 = $52,110 (Title 1) E. $6,200 (Title 1)	A. Same as above B. Same as above C. $17,000 (Title 1) D. 14,000 + 15,370 + 5,914 = $35,284 (Title 1) E. $6,200 (Title 1)
Source	LCFF Base Title 1 (C, D, E)	LCFF Base Title 1 (C, D, E)	LCFF Base Title 1 (C, D, E)
Budget Reference	1000, 2000, 3000, 4000, 5000 Title 1	1000, 2000, 3000, 4000, 5000 Title 1	1000, 2000, 3000, 4000, 5000 Title 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 2

INNOVATION. All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

Priority 7: MSA Bell will provide programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Priority 7: Students will have sufficient access to all academic and educational programs provided by MSA Bell.

Priority 7: Students enrolled at MSA Bell grades 6th-8th will be taking “Advanced Math” courses or club.

Priority 7: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.

Priority 7: Students will create or demonstrate a STEAM focused project, experiment, model, or demo.

Identified Need:

Priority 7

1. Meeting the required services as outlined in the petition and approved by the authorizer, LAUSD.
2. Students are provided with resources to assist in academic progress.
3. Students are provided with opportunities to advance academically.
4. Students experience the industry of STEAM through project based learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by student interest surveys for elective courses and programs, master school schedule, and class rosters.				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters.	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or	20%	19%	20%	20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Advanced Math club.				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	100%	100%	100%	100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo.	80%	80%	80%	80%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
All Students	MSA Bell, All Schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Base Program A. Provide the educational and academic opportunities the focus on STEAM, through equipment from STEAM Train and Wonder Media. B. Provide resources to access a safe and rich blended learning curriculum. This includes equipment necessary for accessing the Internet and monitoring. C. Provide Chromebooks to students entering the 6th grade in order to access content at home.	Base Program A, B, C – Continue B and C are subject to value in the market	Base Program A, B, C – Continue B and C are subject to value in the market

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. 5,000 (STEAM Train) + 10,000 (Wonder Media) = $15,000 B. 3,000 (JAMF) + 26,500 (Firewall) + 55,000 (Internet) = $84,500 C. $60,000	A. 5,000 (STEAM Train) + 10,000 (Wonder Media) = $15,000 B. 3,000 (JAMF) + 16,500 (Firewall) + 55,000 (Internet) = $74,500 C. $60,000	D. 5,000 (STEAM Train) + 10,000 (Wonder Media) = $15,000 E. 3,000 (JAMF) + 16,500 (Firewall) + 55,000 (Internet) = $74,500 $60,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000, 5000	4000, 5000	4000, 5000

Planned Actions / Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental Services A. Provide counseling services to work with English Language Learners, homeless, foster youth students and parents on both social/emotional needs to build the path for college and career readiness. B. Provide training and regular updates to all staff in trauma informed practices. C. Provide essentials nourishment for all students to successful function in the learning environment by providing	Supplemental Services A, B, C – Continue	Supplemental Services A, B, C – Continue

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
breakfast and lunch, through LA Café (LAUSD) services.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. $10,000 (CSUN, ENKI) (Title 1) B. Listed under Goal 1 C. $211,000	A. $10,000 (CSUN, ENKI) (Title 1) B. Listed under Goal 1 C. $211,000	A. $10,000 (CSUN, ENKI) (Title 1) B. Listed under Goal 1 C. $211,000
Source	Title 1 LCFF Base	Title 1 LCFF Base	Title 1 LCFF Base
Budget Reference	4000, 5000	4000, 5000	4000, 5000

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

Priority 3: MSA Bell will hold quarterly School Site Council (SSC) meetings.

Priority 3: MSA Bell will hold quarterly English Learner Advisory Committee (ELAC) meetings.

Priority 3: MSA Bell will hold a minimum of 5 parent activities/events per year.

Priority 3: MSA Bell teachers will update SIS records daily/weekly.

Priority 3: MSA Bell will send a minimum of 4 progress reports to families.

Priority 3: MSA Bell students will be home-visited by school staff.

Priority 5: MSA Bell will maintain a high Average Daily Attendance (ADA).

Priority 5: MSA Bell will maintain a low chronic absenteeism rate.

Priority 5: MSA Bell will maintain a low middle school drop-out rate.

Priority 6: MSA Bell will maintain a low student suspension rate.

Priority 6: MSA Bell will maintain a low student expulsion rate.

Priority 6: MSA Bell will maintain high participation rates in the school experience surveys of students, families, and staff.

Priority 6: MSA Bell will maintain high approval rates in the school experience surveys of students, families, and staff.

Identified Need:

Priority 3:

1. It is essential to provide families with avenues to participate in the decision making for the learning community.

2. It is essential to provide families with opportunities to participate in their child’s education. This is provided through meetings and family workshops.

Priority 5:

1. The state elements are essential to the success of every child, in order to ensure college and career readiness. Elements include regular school participation and attendance.

Priority 6:

1. It is essential to provide an environment that is safe for all children. This makes it conducive for a positive learning environment and will be measured through stakeholder surveys and decrease of student suspension and expulsion.

2. It is essential to create an environment that students feel connected with the learning community.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	6	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	5	12	5	5
Number of activities/events for parent involvement per year	5	15	5	5
Frequency of SIS record update	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to families per year.	4	4	4	4
Percentage of students who have been –	20%	20%	20%	20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
visited by the staff per year				
ADA Rate	97%	98%	97%	97%
Chronic Absenteeism Rate	4.4%	4%	3.5%	3.5%
Middle School Dropout Rate	0%	0%	0%	0%
Student Suspension Rate	.1%	1%	1%	1%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 94% Families: 100% Staff: 100%	Students: 100% Families: 100% Staff: 100%	Students: 90% Families: 90% Staff: 90%	Students: 90% Families: 90% Staff: 90%
School experience survey average approval rates	Students: 83% Families: 96% Staff: 89%	Students: 80% Families: 90% Staff: 97%	Students: 80% Families: 90% Staff: 85%	Students: 80% Families: 90% Staff: 85%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
All Students	MSA Bell, All Schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Base Program A. Provide various means to communicate strengths and concerns to the school leadership through Safe Schools Alert. B. Implement and train all staff members for the usage and transition new systems, such as Illuminate and Parent Square.	Base Program A, B – Continue	Base Program A, B – Continue

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. $1,500.40 B. $8,000	A, B - Continue	A, B - Continue
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5000	5000	5000

Planned Actions / Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental Services A. In order to engage families and connected with all the academic aspects of our school, staff will conduct home visits. B. Family workshops will be created to support various aspects of adolescent and career/college readiness. C. Provide snacks and beverages for various family engagement educational meetings.	Supplemental Services A, B, C – Continue	Supplemental Services A, B, C – Continue

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. $10,000 (Title 1) B. $18,000 (Parent College and Workshops) (Title 1) C. $5,000 (Title 1)	A, B, C – Continue	A, B, C – Continue
Source	Title 1	Title 1	Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,194,514	33.10%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

1. MSA Bell will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bel will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
2. MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction/intervention. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
3. All teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

4. During the day, MSA Bell will provide additional supports and interventions to all students, including ELs, during after school hours. MSA Bell strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
5. MSA Bell will provide ongoing Family Training for all our families, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our families. MSA Bell will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
6. Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
7. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA Bell uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level (trauma informed instruction).
8. MSA Bell staff will implement MTSS practices, this includes restorative practices and PBIS, to build positive communities and increase school connectedness. MSA Bell will provide academic supports and remediation, Life Skills courses, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA Bell will ensure that staff participate in PD on MTSS practices. Staff is dedicated and training provided to monitor student behavior and social-emotional progress.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,091,981	31.16%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

1. MSA Bell will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bel will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
2. MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction/intervention. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
3. All teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
4. During the day, MSA Bell will provide additional supports and interventions to all students, including ELs, during after school hours. MSA Bell strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
5. MSA Bell will provide ongoing Family Training for all our families, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our families. MSA Bell will provide targeted assistance

to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

6. Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
7. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA Bell uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level (trauma informed instruction).
8. MSA Bell staff will implement MTSS practices, this includes restorative practices and PBIS, to build positive communities and increase school connectedness. MSA Bell will provide academic supports and remediation, Life Skills courses, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA Bell will ensure that staff participate in PD on MTSS practices. Staff is dedicated and training provided to monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the San Carlos community. MSA- San Diego serves around 400 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Starting 2017-18 School year MSA-San Diego moved to its new location in Allied Gardens Community . Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, afterschool clubs, character education classes, field trips, community meetings, and much more. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-San Diego is supplemented by tutoring, after-school programs, and school-to-university links Starting 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students.

LCAP Highlights

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

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

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent trainings via activities such as Coffee w/ Principal, PTF and LCAP meetings
- Although our overall proficiency went down 2% in Math and ELA our school had the highest scores in Navajo Community and highest scores in all charters in city of San Diego. The need to continue our improvements in designated/integrated English Learner services

- Improve the sense of safety of stakeholders through facility improvements such as installing blinds and re-keying the doors, through parent and student safety awareness/roundtable meetings and in addition to yearly safety training providing an in person active shooter training for all staff.
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing positive behavior intervention support services to our students through well-established Restorative Practices system.
- Continue using teacher evaluation system 'Teachboost'
- Reduce chronic absenteeism to under 5%

Review of Performance

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

Greatest Progress

- Suspension Indictor on the California Dashboard is at a Green we are implementing Restorative Practices to improve school culture.
- MSA-San Diego's overall performance in State testing based on California School Dashboard is all blue, highest possible grade.
- MSA-San Diego showed significant growth in state test in both Math and English for the Students with Disability, English Learner and African American student groups.
- Our school outperformed all charter middle schools in city of San Diego and all middle schools in Navajo community.
- MSA-San Diego established partnership with the local community college to host Future City competition and community events like San Diego STEAM Expo.
- MSA-San Diego provided opportunities for students to showcase their achievements in STEAM fields. Some of the opportunities are:

1-Future City team made it to SoCal Finals

2-Our FLL Robotics team won the 1st place in LEGOLAND at SoCal competition 4 years in a row.

3-Our Archery team won San Diego Championship, State 3rd place and National 4th place at the Olympic Archery in Middle Schools competitions throughout the year.

4-MSA-San Diego cohosted 5th annual San Diego STEAM Expo with Grossmont College

5- Participated San Diego Festival of Science and Engineering with over 70 students. Over 7,000 visitors visited Magnolia booths.

- The level of parent participation for school events increased significantly.
- MSA-San Diego PTF established their bylaws and had their first election with the new bylaws.
- The home visit numbers and MSA-San Diego exceeded its target.
- New site construction finished and we moved to our new site on October 26,2018
- MSA-San Diego hosted, organized or participated in over 40 school and community events throughout the school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined

need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

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

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

- Although all student groups showed significant progress, in both math and ELA, the following student groups have the highest needs: English Learners, Students with Disabilities and the African American Students. MSA-San Diego will continue to provide additional support for the high need student groups

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

- Charter School will provide resources for increased outreach efforts to low income families including parent trainings,parenting workshops home visits and other parent involvement meetings.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.
- Charter School will provide academic supports and remediation, counseling, and social-emotional support to our students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ **4,298,330**
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 3,010,950

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 3,463,353

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8): 2017-18 Expected:	2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2017-18.

Expected

All Students:	3 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

Actual

2016-17 (Baseline):

All Students:	68%
English Learners:	46%
Socioeconomically Disadvantaged:	54%
Students with Disabilities:	23%
Hispanic:	61%
White:	71%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

Expected	Actual
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be: 2017-18 Expected: All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-ELA/Literacy assessments and projected change in 2017-18. 2016-17 (Baseline): All Students: 30.9 points above level 3 English Learners: 31.3 points below level 3 Socioeconomically Disadvantaged: 4.1 points below level 3 Students with Disabilities: 63.2 points below level 3 Hispanic: 18 points above level 3 White: 36.7 points above level 3 Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following: 2017-18 (Projected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):	2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the

Expected

2017-18 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

CAASPP-Mathematics assessments and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	59%
English Learners:	23%
Socioeconomically Disadvantaged:	42%
Students with Disabilities:	25%
Hispanic:	47%
White:	65%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	2 percentage points up from the prior year

Expected

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2017-18 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	2 points up from the prior year

Actual

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-Mathematics assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	26.7 points above level 3
English Learners:	25.1 points below level 3
Socioeconomically Disadvantaged:	12.1 points below level 3
Students with Disabilities:	67 points below level 3
Hispanic:	0.8 points above level 3
White:	40.8 points above level 3

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2017-18 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	2 points up from the prior year

Expected	Actual
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 76.9 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually:7 percentage point up from the prior year	2016-17 (Baseline): 16% 2017-18 (Projected): 10 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 94%	2016-17 (Baseline): 90% 2017-18 (End of second semester Projected): 4 percentage point up from the prior year

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$8,500 BTSA expenses (5000)(Base); $5,000 EL authorization expenses (5000)(Base)	$4,000 BTSA expenses (5000)(Base); $4,500 BTSA Mentor Stipend (1000)(Base);

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	"$10,000 Books (4100-4200); $55,000 Supplies, materials (4300), $20,000 Equipment (4400)"	"$10,000 Books (4100-4200); $57,000 Supplies, materials (4300), $19,000 Equipment (4400)"

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$55,000.00 5500 Operations and House Keeping, $15,450.00 5615 Maintenance, $50,000,00 2900, 3000 Custodian salary & benefits	$55,000.00 5500 Operations and House Keeping, $15,450.00 5615 Maintenance, $50,000,00 2900, 3000 Custodian salary & benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$27,000Professional Development (5800); $2,000 TeachBoost fees (5000)	$18,000Professional Development (5800); $2,000 TeachBoost fees (5000)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$30,000 EL support staff salary (1000)(S&C); $10,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)	$30,000 EL support staff salary (1000)(S&C); $10,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$3,000 Professional Development on ELD strategies (5000)(S&C)	$3,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$30,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits	$30,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$12,000 After school tutoring (1000)	$15,000 After school tutoring (1000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$80,000 deans of academics salary (1000)(Base); $27,500 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$80,000 deans of academics salary (1000)(Base); $27,500 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Although students' SBAC math proficiency rates decreased 2% (from 61% to 59%) and ELA proficiency rates decreased 2% (from 71% to 69%). The decrease Is mostly due to student body change as a result of facility change announcement.. When the cohort data is analyzed most of the returning student showed growth. As a result of that LCAP committee decided not to modify the goals. Our staff participated in variety of CCSS PDs. Our staff continued to meet weekly to discuss student data and they seek ways to support our students in classroom and afterschool. SBAC,CELDT/ELPAC and MAP data are used to identify struggling students and them students are provided intervention services. Targeted interventions include small group instruction, after school tutoring, and Power English and Power Math classes. This year our Math and English teachers continued to administer Interim Block Assessments (IBA) to measure skill mastery. They used this data to support students after school. Based on SBAC testing results we are still the highest performing middle school in our community and highest performing charter middle school in city of San Diego.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 24%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study**:** 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 100%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Mandarin, French, Robotics, Band, Graphic Design, Art, Creative Wring Engineering etc…	$1,440,000 Teacher salaries (1000)(Base); $400,000 Benefits (3000)(Base); ; $45,000 Field trip expenses (5000)(Donations)	$1,440,000 Teacher salaries (1000)(Base); $450,000 Benefits (3000)(Base); ; $45,000 Field trip expenses (5000)(Donations)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$180,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)	$180,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	$46,000 Accelerated/Advanced Math teacher salary and	$46,000 Accelerated/Advanced Math teacher salary and

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	$71,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $6,000 Computers; $45,000 Technology expenses	$71,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $6,000 Computers; $45,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo, San Diego STEAM EXPO, San Diego Festival of Science and Engineering at PETCO Park and county-wide activities as well.	$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base	$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide blended learning in all core classes; we offer Accelerated and honors Math and Robotics, Graphic Design classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo at variety of events throughout the year which take place at school, in the county or state level. Some examples are: Magnolia-wide STEAM expo, San Diego STEAM EXPO, San Diego Festival of Science and Engineering at PETCO Park, Holiday STEAm Expo, San Diego makers fair, LEGOLAND statewide robotics competitions, Futurecity state wide competitions etc…

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. In addition to providing state of the art STEAM education our school provides different opportunities for students to showcase and compete in STEAM areas. Here are some of the STEAM events that our students participated: California STEM Symposium, San Diego Makers Faire, Mini Makers fairs at Barnes and Noble multiple times during the year, San Diego Festival of Science and Engineering for 5th consecutive year and MPS STEAM Expo. Also we hosted the 5th San Diego STEAM Expo in partnership with Grossmont College. Robotics, engineering, archery and band are our signature programs. Our students won the 1st place at FLL competitions in Southern California for four consecutive years. At the engineering competition, Future City Competition, our students won the state finalist award, and Public's choice awards in Southern California. Finally our Archery team won San Diego 1st Place, State 3rd place and National 4th place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected measurable outcomes, actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 1 By the end of 2017-18 (Planned): 2
Number of PTF meetings per year: 8	Current: 8 By the end of 2017-18 (Planned): 9
Number of activities/events for parent involvement per year: 5	Current: 8 By the end of 2017-18 (Planned): 8
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	4
Percentage of students who have been home-visited by the teachers per year: 12%	2016-17 (Baseline) 12% 2017-18 (Current) 16% 2017-18 (End of year Planned) 16%
ADA rate: 97%	2016-17 (Baseline) 96.3% 2017-18 (Current) 96.5% 2017-18 (End of year Projected) 96.5%

Expected	Actual
Chronic absenteeism rate: 4%	2016-17 (Baseline): 5% 2017-18 (Current): 10% 2017-18 (End of year Projected): 8%
Middle school dropout rate: 0%	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
Student suspension rate: 1%	2016-17 (Baseline): 1% 2017-18 (Current): 2.5% 2017-18 (End of year Projected): 2.5%
Student expulsion rate: 0%	2016-17 (Baseline): 0% 2017-18 (Current): 0% 2017-18 (End of year Projected): 0%
School experience survey participation rates will be: Students: 85% Families: 55% Staff: 85%	School experience survey participation rates are: Students: 89% Families: 52% Staff: 87%
School experience survey average approval rates will be: Students: 85%	School experience survey average approval rates are: Students: 66%

Expected		Actual	
Families:	95%	Families:	92%
Staff:	85%	Staff:	84%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.	We hold quarterly 2 SSC, and 8 PTF meetings to seek parent input in making decisions for the school.	$1,000 Parent meeting expenses (5000)(S&C)	$1,000 Parent meeting expenses (5000)(S&C)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, facility transition meetings, safety round table meetings and parent conferences.	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
web portal. Charter School will communicate further with the parents of students who are performing below grade level.	parents of students who are performing below grade level.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$5,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$70,000 Dean of Culture salary (1000)(S&C); $20,000 Benefits (3000)(S&C);	$70,000 Dean of Culture salary (1000)(S&C); $20,000 Benefits (3000)(S&C);

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage	$75,000 1 Office Manager and 1 Office Clerk salaries	$75,000 1 Office Manager and 1 Office Clerk salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
encourage and support student attendance.	and support student attendance.	(2000)(Base); $15,000 Benefits (3000)(Base); $1,500 School Messenger notification program	(2000)(Base); $15,000 Benefits (3000)(Base); $1,500 School Messenger notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$70,000 1 Dean of Students (1000)(Base); $20,000 Benefits (3000)(Base)	$70,000 1 Dean of Students (1000)(Base); $20,000 Benefits (3000)(Base)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$2,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$2,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held two SSC and 8 PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although the actions/services have been effective , due to unplanned circumstances the measured progress towards our annual measurable outcomes was not sufficient. We trained all of our staff through a two day restorative practices certification program before school year started. Since we had construction delay the first 8 weeks of school we started the school at a remote location. As a result of this huge setback many planned parent meetings changed their format or cancelled. We were not able to do 4 SSC meetings but we had at least 6 facility transition meetings for all parents, we had 6 safety round table meetings with parents and staff also we had drop off pick up coordination meetings with the parents for both the temporary site and the new site. Although we were able to keep 399 enrollment, due to facility concerns and change in location, the student demographics and student body changed significantly. With all the limitations at the temporary site we were not able to do many of the planned school assemblies. As a result these factors the suspension rate increased. To increase safety at the temporary site teachers and admin put additional hours to increase supervision.

When we arrived the new site at the end of October we update dour safety plan and also started student assemblies. With the scheduled events and activities at the new site our “connectedness” is strong. Finally due to different school shooting events in the nation we provided in person active shooter training to all staff through SDCOE. This in person training is in addition to the beginning of the year online safety training.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent workshops. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: **2018–19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 2 SSC meetings, at least 10 parent activities/events including 5 Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 59 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

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

- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Changing electives from 2day and 3 day electives to only 5 day electives.
- Other input includes improving school facilities and the lunch program.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8
Local Priorities: N/A

Identified Need:

Priority 1:
 To ensure teachers are appropriately assigned and fully credentialed
 To ensure students have sufficient access to standards-aligned instructional materials
 To ensure school facilities are maintained in good repair
Priority 2:
 To ensure implementation of state board adopted academic content and performance standards for all students
Priority 4:
 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
 To ensure EL students make annual progress in learning English

 To ensure our students are college/career ready

Priority 8:

 To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of state standards implementation for all students	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline): All Students: 68% English Learners: 46% Socioeconomically Disadvantaged: 54% Students with Disabilities: 23% Hispanic: 61% White: 71%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities:3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners:3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 30.9 points above level 3 English Learners: 31.3 points below level 3 Socioeconomically Disadvantaged: 4.1 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the	2018-19 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the	2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Students with Disabilities: 63.2 points below level 3 Hispanic: 18 points above level 3 White: 36.7 points above level 3	prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 2 points up from the prior year	prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 2 points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 59% English Learners: 23% Socioeconomically Disadvantaged: 42% Students with Disabilities: 25% Hispanic: 47% White: 65%	2017-18 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 26.7 points above level 3 English Learners: 25.1 points below level 3 Socioeconomically Disadvantaged: 12.1 points below level 3 Students with Disabilities: 67 points below level 3 Hispanic: 0.8 points above level 3 White: 40.8 points above level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year	2018-19 (Expected): All Students: 2 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year	2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	77%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	16%	10 percentage point up from the prior year	5 percentage point up from the prior year	5 percentage point up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	90%	4 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**$13,500**	**$13,500**	**$13,500**
Source	Base	Base	Base
Budget Reference	$8,500 BTSA expenses (5000)(Base); $5,000 EL authorization expenses (5000)(Base)	$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base) : $4,500 BTSA Mentor Stipend (1000)(Base);	$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base) : $4,500 BTSA Mentor Stipend (1000)(Base);

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$120,000	$120,000
Source	Base	Base	Base
Budget Reference	"$10,000 Books (4100-4200); $55,000 Supplies, materials (4300), $20,000 Equipment (4400)"	"$11,000 Books (4100-4200); $74,000 Supplies, materials (4300), $35,000 Equipment (4400)"	"$11,000 Books (4100-4200); $74,000 Supplies, materials (4300), $35,000 Equipment (4400)"

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,450	$142,650	$146,650
Source	Base	Base	Base
Budget Reference	$55,000.00 5500 Operations and House Keeping, $15,450.00 5615 Maintenance, $50,000,00 2900, 3000 Custodian salary & benefits	$56,650.00 5500 Operations and House Keeping, $30,000.00 5615 Maintenance, $56,000,00 2900, 3000 Custodian salary & benefits	$56,650.00 5500 Operations and House Keeping, $30,000.00 5615 Maintenance, $60,000,00 2900, 3000 Custodian salary & benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$29,500	$30,000	$30,000
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	$27,000Professional Development (5800); $2,000 TeachBoost fees (5000)	$28,000Professional Development (5800); $2,000 TeachBoost fees (5000)	$28,000Professional Development (5800); $2,000 TeachBoost fees (5000)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$42,000	$54,000	$54,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	**$30,000 EL support staff salary (1000)(S&C); $10,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)**	**$40,000 EL Support staff salary (1000)(S&C); $12,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)**	**$40,000 EL Coordinator salary (1000)(S&C); $12,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)**

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$4,000	$4,000
Source	S&C	S&C	S&C
Budget Reference	$3,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$43,000	$43,000
Source	S&C	S&C	S&C
Budget Reference	$30,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits	$33,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits	$33,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000	$20,000	$20,000
Source	S&C	S&C	S&C
Budget Reference	$12,000 After school tutoring (1000)	$20,000 After school tutoring (1000)	$20,000 After school tutoring (1000)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,000	$129,500	$129,500
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$80,000 deans of academics salary (1000)(Base); $27,500 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$87,000 deans of academics salary (1000)(Base); $30,000Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$87,000 deans of academics salary (1000)(Base); $30,000Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

 To increase student access to a broad course of study

 To offer innovative courses and programs

Priority 8:

 To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math	20%	24%	20%	20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,885,000	$2,370,000	$2,440,000

Year	2017-18	2018-19	2019-20
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$1,440,000 Teacher salaries (1000)(Base); $400,000 Benefits (3000)(Base); ; $45,000 Field trip expenses (5000)(Donations)	$1,700,000 Teacher salaries (1000)(Base); $620,000 Benefits (3000)(Base); ; $50,000 Field trip expenses (5000)(Donations)	$1,750,000 Teacher salaries (1000)(Base); $640,000 Benefits (3000)(Base); ; $50,000 Field trip expenses (5000)(Donations)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$230,000	$241,000	$247,000
Source	Base	Base	Base
Budget Reference	$180,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)	$188,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $53,000 Benefits (3000)(Base)	$192,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $55,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$46,000	$52,000	$55,000
Source	Base	Base	Base
Budget Reference	$46,000 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$52,000 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$55,000 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$142,000	$145,000	$145,000
Source	Base	Base	Base
Budget Reference	$71,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $6,000 Computers; $45,000 Technology expenses	$73,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $30,000 Computers; $25,000 Technology expenses	$73,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $30,000 Computers; $25,000 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,500	$10,500	$10,500
Source	Base	Base	Base
Budget Reference	$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base	$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base	$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

 To seek parent input in making decisions for the Charter School

 To promote parental participation in programs

Priority 5:

 To increase student attendance

 To avoid chronic absenteeism

 To avoid middle school dropout

Priority 6:

 To avoid student suspension

 To avoid student expulsion

 To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	3	4	4	4
Number of PTF meetings per year	8	8	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	12%	12%	15%	15%
ADA rate	96.3%	97%	97%	97%
Chronic absenteeism rate	5%	4%	7%	6%
Middle school dropout rate	0%	0%	0%	0%
Student	1%	1%	1%	1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
suspension rate				
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 94% Families: 32% Staff:84%	Students: 85% Families: 55% Staff: 85%	Students: 85% Families: 55% Staff: 85%	Students: 85% Families: 55% Staff: 85%
School experience survey average approval rates	Students: 67% Families: 96% Staff: 72%	Students: 85% Families: 95% Staff: 85%	Students: 70% Families: 95% Staff: 85%	Students: 70% Families: 95% Staff: 85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$1,000
Source	S&C	S&C	S&C
Budget Reference	$1,000 Parent meeting expenses (5000)(S&C)	$1,000 Parent meeting expenses (4000)(S&C)	$1,000 Parent meeting expenses (4000)(S&C)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$6,500
Source	Base	Base	Base
Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$10,000	$10,000
Source	Title I	Title I	Title I
Budget Reference	$5,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:

Year	2017-18	2018-19	2019-20
	Action 1]	Action 1]	Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe,	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$98,000	$101,000
Source	S&C	S&C	S&C
Budget Reference	$70,000 Dean of Culture salary (1000)(S&C); $20,000 Benefits (3000)(S&C);	$76,000 Dean of Culture salary (1000)(S&C); $22,000 Benefits (3000)(S&C);	$78,000 Dean of Culture salary (1000)(S&C); $23,000 Benefits (3000)(S&C);

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$91,500	$104,500	$108,500
Source	Base	Base	Base
Budget Reference	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 School Messenger notification program	$85,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $18,000 Benefits (3000)(Base); $1,500 School Messenger notification program	$88,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $19,000 Benefits (3000)(Base); $1,500 School Messenger notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$109,000	$113,000
Source	Base	Base	Base
Budget Reference	$70,000 1 Dean of Students (1000)(Base); $20,000 Benefits (3000)(Base)	$85,000 1 Dean of Students (1000)(Base); $24,000 Benefits (3000)(Base)	$85,000 1 Dean of Students (1000)(Base); $24,000 Benefits (3000)(Base)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$3,000	$3,000
Source	Base	Base	Base
Budget Reference	$2,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget	$2,000 Panorama Education surveys	$2,000 Panorama Education surveys	$2,000 Panorama Education surveys

Year	2017-18	2018-19	2019-20
Reference	(5000)(Base)	(5000)(Base)	(5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 161,720	4.90 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students , Dean of Culture and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 131,351	4.24 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings and parent workshops are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Cover Sheet

Approval of New MPS Board Member Nomination

Section:	IV. Action Items
Item:	B. Approval of New MPS Board Member Nomination
Purpose:	Vote
Submitted by:	
Related Material:	IV B Nominating Report.pdf

Board Agenda Item #	IV B Nominating Report- Action Item
Date:	June 14, 2017 (Sent to full board 6/7/18)
To:	Magnolia Board of Directors
From:	Umit Yapanel, MPS Board Secretary
Staff Lead:	NA
RE:	Board Nominations

Proposed Board Recommendation

I move that the board approve the recommendation of the Nominating Committee to appoint Mr. Shohrat Geldiyev as an MPS Board Member with a term ending on March 11, 2020.

Background

The Nominating Committee held a committee meeting to discuss potential board candidates. The meeting was conducted in two sessions. During the first meeting, committee members talked to three prospective board members; Ms. Carolina Herrera a former MSA SA parent, Ms. Mayella Salazar a current MSA SA parent and Mr. Shohrat Geldiyez a former MSA SA employee. The committee asked the candidates questions about their interest and commitment to Board roles.

Candidates got the opportunity to share their expertise and past experiences. Staff member(s) who made the nominations, shared details on the interactions they have had with the candidates and how the candidates have influenced the schools.

After discussing with the candidates and amongst each other, the committee made the following motion:

Dr. Salih Dikbas moved to recommended the appointment of Shohrat Geldiyev as an MPS Board Member with a term ending on March 11, 2020. Dr. Umit Yapanel seconded. They motion passed unanimously.

Exhibits (attachments):

Resumes of three candidates

Magnolia Public Schools Board Recruitment Application

This “board recruitment application” is intended to identify individuals interested in serving on the board of Magnolia Public Schools. Appointments to the board are made by the Magnolia Public Schools - Nominating Committee.

1. **Date: 9/19/17 Name: Carolina Herrera**
2. **Attach your Resume and Bio**

3. **Statement of Intent**

Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards.

I have been a flight attendant for 28 years for Delta Airlines, excellent customer service is my number one priority and work as a good team member is very important in order to give an excellent service to each person. I participate with Delta Airlines in the program that they sponsor Habitat for Humanity building houses with my boys to help the less fortunate families. I was a part of the Magnolia Science Academy family since they open for the first time; I had the opportunity to meet and work very close with every single principal since the school . I served as Vice President of the PTF from day one to 2014 helped to put together the bylaws for our school with the board members in 2007. I had the privilege to be chair woman for the school site council from 2015 to 2017, in which I had the opportunity to work very close with Mrs. Schlottman and Mr Gurler. I was the lead mom to fundraising, for field trips transportation from 2016 to 2017 as well for the seniors class in order for them to have a memorable year that they will remember for the rest of their lives.

How will you contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices?

Since the school open for the first time I had the privilege and time to work with each of the principals as well the teachers looking for the best interest of the student, many years of involvement giving the experience to listen to the students and their families as well as the school staff to know the necessaries. I strongly believe that I can be a good assent to the board members since I speak Spanish; students and their families feel comfortable to speak with me, I can be the best advocate for students and their families, and the school with the rest of the board member an vise versa.

---

4. Attach two references with contact information

Reference 1

Name: Laura Schlottman

Organization: Magnolia Science Academy S.A.

Position: Principal

Phone:

Relation: Friend

Reference 2

Name:Coby Luciani

Organization: Magnolia Science Academy S.A.

Position: English teacher

Phone:

Relation: Friend

CAROLINA HERRERA

OBJECTIVE

To start working a soon is possible with the board members for the best interest of the students.

SKILLS & ABILITIES

I speak, read, and write Spanish, Cardio pulmonary Resuscitation, EKG technician, customer service, Business administration and nursing.

EXPERIENCE

INTERNATIONAL FLIGHT ATTENDANT/DELTA AIR LINES
12/1989 TO PRESENT

My number one priority is the safety of all the passengers on every single flight, as well a legendary customer service to gain their loyalty for years to come.

BILLING SPECIALIST/NURSE/ DR. ELIOTT ROMERO

10/1986 TO 12/1989

In charge of the insurance billing department, responsible for the wellbeing of the patients as a nurse.

BILLING SPECIALIST/NURSE/ DR. JOSEPH NDIYOB

10/1984 TO 10/1986

In charge of the insurance billing department, responsible for the wellbeing of the patients as a nurse.

EDUCATION

UCI, IRVICE CA/ BA.BUSINESS ADMINISTRATION

ORANGE COAST COLLAGE, COSTA MESA CA/ ASSOCIATE OF ART DEGREE.

MEDICAL LABORATORIES / MEDICAL LAB TECHNATIAN

GOLDEN WEST NURSING PROGRAM/ LVN

VOLUMTEER I volunteer my free time very often to Habitat for Humanity, in wish we rebuilt houses for less fortunate families, as well to Magnolia Science Academy Santa Ana (Pacific technology School) since the first day school open.

LEADERSHIP I served for two years as a chairwoman for Magnolia Science Academy Santa Ana site council and served four years as Vice President for PTF (Parents Task Force). Worked very hard with every single principal, teachers and parents in order to keep Magnolia Science Academy open, distributing flyers to the neighborhood to increase the number of student, and sending letters to Sacramento and much more.

SPECIAL INTEREST **ALWAYS LIKE TO GIVE MY FREE TIME FOR A GOOD CAUSE AND TRAVEL**

MAGNOLIA PUBLIC SCHOOLS

Magnolia Public Schools Board Recruitment Application

DATE: 05/21/2018

This "board recruitment application" is intended to identify individuals interested in serving on the board of Magnolia Public Schools. Appointments to the board are made by the Magnolia Public Schools - Nominating Committee.

1. **Name (Attach your Resume and Bio)**

Mayella V Salazar

2. **Statement of Intent**

Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards.

I am a professional License vocational nurse who is passionate about advocating for the wellbeing of her students and families in the community I serve. I have worked in the SAUSD for 2 years. I have been volunteering at my sons schools and their PTA during their fundraisers. In addition, since at MSA I have a contributing member of the PTF board holding position as a Treasure and most currently President.

How will you contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices?

I will commit to attend all of our board meeting and school meetings to ensure that I am appropriately informed on current decisions, school issues and academic progress.

3. **Attach two references with contact information**

Reference 1

Name: Sara Sidor

Organization: SAUSD

Position: RN

Phone:

Relation: Supervisor

Reference 2

Name: Deo Maligana

Organization: Pacific College

Position: LVN Instructor

Phone:

Relation: Supervisor

Maycila Salazar

My name Mayella V Salazar and I am running for the MPS Board. I have been a resident of Santa Ana for 32 years. I have one child at Magnolia Science Academy Santa Ana, Zaid is in 4th grade. By profession, I am a License Vocational Nurse. The past 2 years, I've worked for Santa Ana Unified School District. My role is as a school nurse for multiple schools within our district.

As a parent in Magnolia Science Academy, I have been actively engaged in the school over the past 2 years. I became part of the Parent Task Force 2 years ago. This year, I was chosen to be the school PTF President.

I want to empower change and progress in our schools. The only way is through communication with our community and I want to help and be a bridge. I understand the role of the School Board, to support the implementation of policies and practices that provide an equitable education to all of our students. I would just enjoy the opportunity to serve and would take the responsibility seriously. As a member, I would listen to and investigate all information available on issues before I form an opinion and cast my vote.

I am prepared to work alongside our school board team to achieve the goals the community, administration and board establish together. Specifically, I am interested in working with the board to develop a community of students whose learning potential is maximized and who have a sense of responsibility to their school and local communities.

I am prepared to help with our school administrator and support them to help our schools succeed. I will support our students and be their ears to ensure that we can continue to help them reach their goals.

MAYELLA SALAZAR

Objectives

Bilingual, self-motivated, respectable, compassionate patient and family oriented nurse seeking a position where I can utilize my ability to build positive relationships as well as my effective oral and communication skills to provide passionate service and high quality healthcare to patients and families.

Experience

School Nurse LVN • June 2016 - Current
Santa Ana Unified School District • 1601 E. Chestnut Ave, Santa Ana CA 92704

Provide care to over 700 students enrolled in each of our school with an average of 20 students per day. Administer prescribed medication. Assessing injury while providing care. Provide referrals for further assessment by professionals. Vision, hearing testing throughout the year. Record keeping of all medical conditions.

Hospice/Respite LVN • February 2016 - Current
American All Care Services • 5150 Wilshire Blvd. #350 Los Angeles, CA 90036

Asses' patient and devise treatment measures designed to reduce pain and discomfort. Supervise and document patient observation. Provide personal care, companionship and supportive services to patient. Initiate communication with attending register nurse and physicians. Home care for disabled and handicapped children and adults. G.T. and J.T. feeding, seizure monitoring, medication administration.

Additional Skills

- Bilingual Spanish
- CPR /BLS
- Licensed Esthetician

Education

Pacific College Vocational Nursing Program
January 2014 to July 2015
- GPA 3.0

Clinical Rotation:

- Norwalk Skilled Nursing, Norwalk, CA
- Flagship, Newport Beach, CA
- Fairview Mental Health, Costa Mesa, CA
- Memorial Care, Rancho Sta Margarita & Mission Viejo,CA

References upon request

Magnolia Public Schools Board Recruitment Application

DATE:

This “board recruitment application” is intended to identify individuals interested in serving on the board of Magnolia Public Schools. Appointments to the board are made by the Magnolia Public Schools - Nominating Committee.

1. **Name (Attach your Resume and Bio)**

Shohrat Geldiyev

2. **Statement of Intent**

Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards.

I was involved with Magnolia Public Schools for 6 years, all on the ground with the schools as a teacher, counselor, IT manager and administrator. Serving as an educator has been incredibly rewarding and humbling experience and it helped me to develop as a person and as a professional on many levels. My contributions to the organization are numerous, working as founding instructor in the start-up Magnolia school in Carson and later mentoring our students in Orange County in advanced academic programs that consistently won awards at national (San Diego Mayor's “CyberCup” at UCSD) and international (Infomatrix Competition in Bucharest, Romania) levels. I am looking forward to further serve the Magnolia family if appointed as a Board trustee.

My specific expertise is the teaching experience of many years in Magnolia and someone who worked with diverse group of kids, both as a teacher and administrator. I interacted with students, parents, teachers and administrators daily and I know what it takes to make a school site successful from the ground level. My academic oversight and understanding of local and state requirements from each school, specifically scores and testing methods are another expertise areas that would greatly contribute to the Magnolia organization. I have taught both at the secondary and college levels and this experience would help me guide the organization to better prepare our kids to college and careers in science and technology fields. I am very passionate about science and high-tech information technologies and my STEM background will be beneficial in keeping the focus of Magnolia schools on its mission to educate underprivileged students in STEAM areas.

Working in Magnolia Science Academies through challenging times, I also learned the importance of moving forward as a team and having an appreciation for the experience and values of each Magnolia member. I truly believe that for Magnolia family to succeed, it needs to listen to its stakeholders, most importantly its teachers and parents and work in a collaborative manner with each school site to provide world-class education to its students.

How will you contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices?

As a former Magnolia family member, my classroom and administrator experience will be helpful in assessing Magnolia's efficiency in its academic and school operations. I will make sure that all resources of the organization are utilized in the most beneficial manner to the school sites and to help teachers deliver best educational practices to the communities we serve. Magnolia needs to recruit and develop the most effective and ambitious teachers that would bring new practices and programs to the classroom and I am willing to put in my time and effort to help the organization in that area as well. In addition, the trustees need to effectively engage with parents, local government and business representatives to build support in the communities we serve, and I would love to work with school sites in that mission. I also believe that my extensive skills in information analysis will be beneficial to the board in evaluating the academic data and developing the metrics to assist our school sites, administrators and further board's STEAM vision.

3. Attach two references with contact information

Reference 1

Name: Emrah Erduran

Organization: Pacific Technology School

Position: Principal

Phone:

Relation: former colleague

Reference 2

Name: Bao Nguyen

Organization: Magnolia Science Academy, Carson

Position: Dean of Students

Phone:

Relation: former colleague

Shohrat Geldiyev

KEY STRENGTHS

- Solid experience in network & application security, virtualisation and web technologies.
- Hands on experience in penetration testing using open-source/commercial tools and custom scripts.
- Customer support experience (resolution of customer issues)
- Effective communicator at all levels enabling achievement of business outcomes.
- Multilingual
- Results oriented with the ability to identify, assign and deliver on competing priorities.
- Proven leadership skills, developing teams through guidance, mentoring and coaching.
- Specializes in web application security & cloud technologies

WORK EXPERIENCE

Security Consultant
Synopsys, Inc.
September 2016 – Present | Irvine, CA

- Internal & External Network Penetration Testing
- Web Application Penetration Testing
- Web Services – API Security Testing
- Wireless Network – Security Testing
- Secure Build Review
- Building VMs for security assessments

Adjunct Professor
California State University, Fullerton (CSUF)
August 2016 – Present | Fullerton, CA

- Lecturer for Programming Lab Practicum Course (CPSC 301)
- Lecturer for Introduction to Computer Security Course (CPSC 353)

Associate Security Consultant
Cigital, Inc.
January 2016 – August 2016 | Santa Ana, CA

- Internal & External Network Penetration Testing
- Web Application Security Testing
- Web Services & API Security Testing

Associate IT Security Consultant
Coalfire Systems Inc. Labs team
August 2014 – December 2015 | Irvine, CA

- Kick-off/debrief calls with clients
- Communications with clients
- Internal & External Network Penetration Testing
- Vulnerability assessment
- Social Engineering / Phishing Campaigns
- Web Application Security Testing
- Wireless Security Testing
- Delivering penetration test reports

Assistant Principal, IT Officer, CS Instructor
Pacific Technology School
July 2009 – July 2014 | Costa Mesa, CA

2013-2014
- Mentored student with a Java/R project which earned Bronze medal at Infomatrix (International Informatics Project Competition) held in Bucharest, Romania
- Cyber-Team qualified to the finals of San Diego Mayor's "CyberCup" at UCSD

2012-2013
- Coached/mentored Cyber Team, got 2nd place in San Diego Mayor's "CyberCup" at UCSD.
- Completed Java Fundamentals and Java Programming courses from Oracle Academy

2011-2012
- Cyber-Team qualified to the San Diego Mayor's "CyberCup" finals
- Taught IED and POE engineering classes at high school.
- Successfully completed the PLTW Core Training for Principles of Engineering program @ Cal Poly Pomona.

2010-2011
- Coached/mentored Cyber team, got 3rd Place in San Diego Mayor's "CyberCup" at UCSD.
- Cyber team was ranked in top 51 High Schools and participated in Cyber Patriot III semi finals

2009-2010
- Successfully completed the STI for PLTW program at Cal Poly Pomona.
- Coached/mentored the Cyber-Team, got 3rd Place in San Diego Mayor's Cup "CyberCup" at UCSD.
- Taught C++ programming, Web design (HTML5, CSS, JS) courses
- Website maintenance, IT technical support
- Sponsored after school clubs (Cyber club, VEX Robotics and Lego Robotics)

IT Manager – January – July 2013
Magnolia Science Academy 3 | Carson, CA

- Instructor, Website & IT Support

Computer Science Teacher – September 2008 – July 2009
Magnolia Science Academy 3 | Carson, CA

- Computer Science Instructor, C++ programming
- Website maintenance, IT technical support

SHOHRAT GELDIYEV'S HONORS AND AWARDS
Lumina Educational Institutions Foundation
May 2014
Diploma to certify that Shohrat Geldiyev with his team in Programming category have been awarded with Silver Medal at INFOMATRIX 2014 World Finals that was held from 8th to 12th MAY, 2014 at the International School of Bucharest, BUCHAREST – ROMANIA

2014
"STEM Award" from Magnolia Foundation

South-East Europe Lumina University
May 2013
Diploma to certify that Shohrat Geldiyev with his team from Pacific Technology School in Short Movie category has been awarded with Bronze Medal at the 11th INTERNATIONAL INFORMATICS PROJECT COMPETITION "INFOMATRIX 2013", BUCHAREST - ROMANIA

2012
"Inspirational Leadership and Mentorship" award from FIRST.

ACADEMIC RECORD

2000-2005 BSc. in Computer Engineering

TRAINING

2011	Certified Ethical Hacker training v6 (312-50)
2013	Cloud Computing course by Rackspace
2013	Java Fundamentals and Programming courses - Oracle Academy
2014	CompTIA Security+, Network+
2015	Offensive Security Wireless Attacks
2015	Offensive Security Penetration Testing with Kali Linux
2016	GIAC Exploit Researcher and Advanced Penetration Tester (GXPN)
2016	CI/CD training
2017	AWS Solutions Architect training
2017	Cloud Security Hands On (CCSK-PLUS) v4 (Black Hat)

CERTIFICATIONS

CompTIA Security+
CompTIA Network+
OSWP
OSCP

PRESENTATIONS/TALKS

"HTML5 101" Costa Mesa, CA 2013
"Android app development using AppInventor" Costa Mesa, CA 2013
“Cyber Security/Staying Safe Online” Washington, D.C. 2016
“Bitcoin 101” Irvine, CA 2017

SPOKEN LANGUAGES

English (Full professional proficiency)
Russian (Bilingual proficiency)
Turkish (Full professional proficiency)
Turkmen (Native)
Spanish (Basic proficiency)

INTERESTS

Martial arts, blockchain technologies, AI/ML, ping-pong, volleyball.

REFERENCES

References are available on request.

Cover Sheet

Election of 2018-19 MPS Board Officers & Committee Chairs & Approval of 2018-19 Committee Calendars

Section: IV. Action Items
Item: C. Election of 2018-19 MPS Board Officers & Committee Chairs & Approval of 2018-19 Committee Calendars
Purpose: Vote
Submitted by:
Related Material: IV C Officers, Chair, Calendar.pdf

Board Agenda Item #	Agenda # IV C- Action Item
Date:	June 14, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Barbara Torres, Executive Assistant
RE:	Election of 2018-19 MPS Board Officers & Committee Chairs & Approval of 2018-19 Committee Calendars

Proposed Board Motion

I move that the board approve the creation of the Stakeholder Engagement Committee, dissolve the Community & Parent Engagement Committee and Personnel Committee, approve the proposed Chairperson of each committee and approve the 2018-19 Committee Meeting Calendar.

I move that the Board approves

- Chairperson; _____
- Secretary and Vice-President; _____

Introduction

Board Officers are appointed annually at the Annual MPS Board of Directors meeting. The current officers are;

S. Sherkhanov, Chairperson
U. Yapanel, Secretary
S. Orazov, Treasurer

Background

Currently we have a board member serving as the Treasurer, after further review with legal of our bylaws we have concluded that this position should be taken by the Chief Financial Officer whom is an employee of MPS. Please see language below from our bylaws:

"The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times. The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of

Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require. If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office" .

Analysis (If applicable)

The MPS CFO currently is assigned all the above duties, which are not duties of the governing board.

Budget Implications

- None

Exhibits (attachments):

- 2018-19 Committee Calendar
- MPS Bylaws

TENTATIVE

2018-19 MPS
Board Committees

Committee	Chair	Board #2	Board #3	Alternate Board
Academic	Saken	new member	Salih	Sandra
Finance	Serdar	new member	Saken	Charlotte
Facilities/Audit	Charlotte	Serdar	Haim	Saken
Stakeholder Engagement	Sandra	Umit	Diane	Haim
Governance/Nominating	Umit	Salih	Haim	Diane

Summer/Fall

7/10/18	8/2/18	8/7/18	9/6/18	10/4/18
Finance @ 6pm Facility @ 7pm	Finance @ 6pm Facility @ 7pm	Academic @ 6pm	Finance @ 6pm Facility @ 7pm	Finance @ 6pm Facility @ 7pm

Fall

11/1/18	11/6/18	12/4/18	12/6/18
Finance @ 6pm Facility @ 7pm	Stakeholder @ 6pm Gov/Nom @ 6pm	Academic @ 6pm Gov/Nom @ 6pm	Finance @ 6pm Facility @ 7pm

WINTER

1/10/19	2/7/19	3/7/19
Finance @ 6pm Facility @ 7pm	Stakeholder @ 6pm Finance @ 6pm Facility @ 7pm	Academic @ 6pm Facility @ 6pm Finance @ 7pm

SPRING

4/4/19	5/2/19	6/6/19
Finance @ 6pm Facility @ 7pm	Stakeholder @ 6pm Finance @ 6pm Facility @ 7pm	Finance @ 6pm Facility @ 7pm

Cover Sheet

Approval of Resolutions for Magnolia Science Academy- 6, 7 and Santa Ana Charter Renewal Petitions

Section: IV. Action Items
Item: D. Approval of Resolutions for Magnolia Science Academy- 6, 7 and Santa Ana Charter Renewal Petitions
Purpose: Vote
Submitted by:
Related Material: IV D Petition Resolutions for MSA 6,7,SA.pdf

Board Agenda Item #	IV D- Action Item
Date:	June 14, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Ismael Soto, Interim Chief External Officer
RE:	Charter Renewals Board Resolutions for MSA 6, MSA 7, and MSA Santa Ana

Proposed Board Motion

I move that the board approve the board resolutions that authorize the filing of the Charter Renewal Petitions with the Los Angeles Unified School District for Magnolia Science Academy 6, Magnolia Science Academy 7, and the Santa Ana Unified School District for Magnolia Science Academy Santa Ana and give authority to the incoming CEO & Superintendent to serve as the Lead Petitioner.

*Any board appointments made during the June 14, 2018 Board Meeting will be included in the voting of this item.

Background

Magnolia Science Academy 6, Magnolia Science Academy 7, and Magnolia Science Academy Santa Ana are approaching the last year of their approved charter petition term. The resolutions being approved today are from the Board of Directors of Magnolia Educational Research Foundation authorizing the submission of the Magnolia Science Academy 6 and Magnolia Science Academy 7 *Charter Renewal Petitions for a Five-Year Term (July 1, 2019 - June 30, 2024)* to the Los Angeles Unified School District Board of Education and Magnolia Science Academy Santa Ana Charter Renewal Petition for a *Five-Year Term (July 1, 2019 – June 30, 2024)* to the Santa Ana Unified School District.

It is resolved that the Board of Directors authorizes the filing of the Charter Renewal Petition with the Los Angeles Unified School District and Santa Ana Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition: CEO & Superintendent will serve as "Lead Petitioner," and is hereby authorized to sign the

Charter Renewal Petition and to take all steps necessary for approval of same.

- The CEO & Superintendent assuming office will serve as the Lead Petitioner for all three schools
- John Terzi is the Principal/Instructional Leader for Magnolia Science Academy 6
- Fatih Metin is the Principal/Instructional Leader for Magnolia Science Academy 7
- Erdinç Acar, our Chief Academic Officer, is the interim Principal/Instructional Leader for Magnolia Science Academy Santa Ana (the selection process will be completed prior to petition submission)
- Ernany "Nanie" Montijo is the Onsite Financial Manager for Magnolia Science Academy 6, Magnolia Science Academy 7, and Magnolia Science Academy Santa Ana

Budget Implications

- There are no budget implications.

Name of Staff Originator:

- Ismael Soto, Interim Chief External Officer

Attachments

- Board Resolution for Magnolia Science Academy 6
- Board Resolution for Magnolia Science Academy 7
- Board Resolution for Magnolia Science Academy Santa Ana

GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY 6

Resolution #20180614-1

Resolution from the Board of Directors of Magnolia Educational and Research Foundation authorizing the submission of the Magnolia Science Academy 6 Charter Renewal Petition for a Five-Year Term (July 1, 2019-June 30, 2024) to the Los Angeles Unified School District Board of Education.

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the submission of the Charter Renewal Petition for Magnolia Science Academy 6, to the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

_____, CEO & Superintendent will serve as "Lead Petitioner", and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.
John Terzi is the Principal/Instructional Leader/School Administrator
Ernany "Nanie" Montijo is the Onsite Financial Manager

Resolved on June 14, 2018 by the following vote:

Board Member	**Vote**
Dr. Saken Sherkhanov	
Dr. Umit Yapanel	
Mr. Serdar Orazov	
Dr. Salih Dikbas	
Mr. Haim Beliak	
Ms. Charlotte Brimmer	
Ms. Sandra Covarrubias	
Ms. Diane Gonzalez	
Newly Appointed Board Member	

Aye:
Nay:
Abstention:

_____ _____

XXX, Secretary
MPS Board of Directors

Date

GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY 7

Resolution #20180614-2

Resolution from the Board of Directors of Magnolia Educational and Research Foundation authorizing the submission of the Magnolia Science Academy 7 Charter Renewal Petition for a Five-Year Term (July 1, 2019-June 30, 2024) to the Los Angeles Unified School District Board of Education.

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the submission of the Charter Renewal Petition for Magnolia Science Academy 7, to the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

_____, CEO & Superintendent will serve as "Lead Petitioner", and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.
Fatih Metin is the Principal/Instructional Leader/School Administrator
Ernany "Nanie" Montijo is the Onsite Financial Manager

Resolved on June 14, 2018 by the following vote:

Board Member	**Vote**
Dr. Saken Sherkhanov	
Dr. Umit Yapanel	
Mr. Serdar Orazov	
Dr. Salih Dikbas	
Mr. Haim Beliak	
Ms. Charlotte Brimmer	
Ms. Sandra Covarrubias	
Ms. Diane Gonzalez	
Newly Appointed Board Member	

Aye:

Nay:

Abstention:

_____ _____

XXX, Secretary Date

MPS Board of Directors

GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY SANTA ANA

Resolution #20180614-3

Resolution from the Board of Directors of Magnolia Educational and Research Foundation authorizing the submission of the Magnolia Science Academy Santa Ana Charter Renewal Petition for a Five-Year Term (July 1, 2019-June 30, 2024) to the Santa Ana Unified School District Board of Education.

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the submission of the Charter Renewal Petition for Magnolia Science Academy Santa Ana, to the Santa Ana Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

_____, CEO & Superintendent will serve as "Lead Petitioner", and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.
Erdinç Acar, Chief Academic Officer, is the interim Principal/Instructional Leader for Magnolia Science Academy Santa Ana (the selection process will be completed prior to petition submission)
Ernany "Nanie" Montijo is the Onsite Financial Manager

Resolved on June 14, 2018 by the following vote:

Board Member	**Vote**
Dr. Saken Sherkhanov	
Dr. Umit Yapanel	
Mr. Serdar Orazov	
Dr. Salih Dikbas	
Mr. Haim Beliak	
Ms. Charlotte Brimmer	
Ms. Sandra Covarrubias	
Ms. Diane Gonzalez	
Newly Appointed Board Member	

Aye:

Nay:

Abstention:

_____ _____

XXX, Secretary Date

MPS Board of Directors

Cover Sheet

Award of five (5) Contracts for the MSA-1 Construction & Tenant Improvement Project

Section: IV. Action Items
Item: E. Award of five (5) Contracts for the MSA-1 Construction & Tenant Improvement Project
Purpose: Vote
Submitted by:
Related Material: IV E Contract Approvals for MSA-1 Project.pdf

Board Agenda Item #	IV E- Action Item
Date:	June 14, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Motion to Approve Award of Various Contracts for MSA-1 Project -- High School New Construction and Middle School Tenant Improvement

Proposed Board Recommendation(s)

Staff recommends that the Board of Directors of Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") approve the award of the following contracts to the following entities:

(1) Terry A. Hayes and Associates – for CEQA services related to the zone change application for MSA-1 new construction – on a time and material basis not to exceed $38,195

(2) Leighton Consulting, Inc. – for laboratory inspection and deputy inspection services for MSA-1 new construction – on a time and material basis not to exceed $70,000 with a contingency of $10,000 (for a total of $80,000)

(3) Pacific Engineers Group, Consulting Electrical Engineers – for electrical services related to tenant improvements to existing MS building – on a time and material basis not to exceed $25,000

(4) Maroko & Shwe, Inc. – for mechanical services related to tenant improvements to existing MS building – on a time and material basis not to exceed $35,000

(5) Brandow & Johnston Structural Engineers – for structural services related to tenant improvements to existing MS building – on a lump sum basis for $52,000

See Exhibits A, B, C, D and E, respectively, for PrimeSource's more detailed description of each contract referenced above.

I. Background

High School Building (New Construction)

After more than a year of design, plan check, and permitting, the new high school building for MSA-1 is set to be constructed. The project consists of a three (3) story, 27,000 square foot building with standard classrooms, one specialty classroom, administrative space, and a rooftop play area. The construction of the new building will not only allow MSA-1 to increase its enrollment capacity -- from about 500 to about 880 -- it will also allow MSA-1 to keep its

middle school and high school populations separate. It will continue to house middle school students in the existing building while housing high school students in the new building.

Middle School Building (Tenant Improvements)

A preliminary study of the existing building revealed that it requires seismic retrofitting to bring it up to code. The structural engineers referenced above will prepare seismic improvement plans for submission to LADBS. Such plans will include provision to infill the second floor to add more square footage and more classroom space.

The existing building's HVAC system has outlived its useful life and in any event, even if it were still reparable, is not suited to service the existing building. Concurrently, an upgrade of the HVAC system requires an upgrade of the mechanical system.

Finally, the aforementioned improvements to the structure, the HVAC system, and the mechanical system require that the electrical system also be upgraded.

II. Contracts

CEQA Services

Part of the application for the zone change for the parking lot to allow for more future development requires a CEQA ("California Environmental Quality Act") evaluation. Specifically, the zoning application requires a City-defined standard CEQA environmental analysis and mitigation determination process that evaluates potential impacts of the zone change on the neighborhood and considers ways to mitigate or avoid negative impacts. For the avoidance of doubt, there is no known environmental issue with the MSA-1 property, for example, contaminated soil. This is merely part of the zone change application process. See Exhibit A for more details.

The MSA-1 construction budget has a budget of $47,000 for CEQA services. Therefore, since the CEQA contract submitted herewith for approval is for $38,195, there should be a net savings to the Project budget.

Laboratory Inspection and Deputy Inspection Services

The MSA-1 new classroom building is being built under the City of Los Angeles Department of Building and Safety (LADBS) Code and regulations. The City provides lead inspectors in all disciplines to ensure Code compliance; the cost of these inspections is included in permit fees paid by MPS. MPS is required to provide at its expense deputy inspectors who do the detailed day to day inspection and laboratory testing. See Exhibit B for more details.

The MSA-1 construction budget has a budget of $80,000 for inspection services equal to the contract price submitted for approval. Therefore, assuming that there are no change orders for inspection services, this contract should be budget neutral.

Electrical Services for Existing Building

The electrical system, including the electrical switchgear, is largely unchanged from when the existing building was originally constructed. The electrical system, including the electrical switchgear, must be re-designed in order to support a new HVAC system that is a pressing .

The seismic renovation of the building will create new rooms and rearrange walls in spaces which will require modifications to the lighting and power distribution design.

This scope of services is eligible to be paid from MSA-1's Prop 39 Energy Efficiency Grant as well as proceeds from the 2014 Bond.

Mechanical Services for Existing Building

As detailed in the PrimeSource board report attached hereto as Exhibit D, all HVAC units serving the existing building are deficient for a variety of reasons, all are beyond their useful lives, and many have failed. As a consequence all units must be replaced.

This scope of services is eligible to be paid from MSA-1's Prop 39 Energy Efficiency Grant as well as proceeds from the 2014 Bond.

Structural Services for Existing Building

An initial assessment of the existing building has been completed and has determined that the building does not meet current seismic code. An initial conceptual design has also been completed. Both scopes were part of the contract award previously approved by the Board.

The planned infill of the second floor will aid in the seismic upgrade. The infill includes the extension of the second floor on the Sherman Way side of the building to fill in the existing two story space and the addition of shear walls. In addition, the seismic upgrade work will entail tying the existing second floor and roof connections to the exterior walls. The contract submitted for approval herewith will complete the design for submission to LADBS.

This scope of services is eligible to be paid from MSA-1's 2014 Bond.

III. Procurement / RFP

As explained in more detail in PrimeSource's board reports attached hereto, MPS/PrimeSource issued RFPs for each of the services referenced above. The recommendations made above are based on PrimeSource and MPS's evaluation of the responses and represent the best overall value for the services.

IV. Budget & Budget Implications

Each of the contracts for the high school building project will be covered by the budget previously presented to and approved by the Board as a "soft cost." The source of funds for the high school building is a combination of the 2017 Bond, Charter School Facility Incentive Grant (CSFIG), and an inter-school/company loan, if necessary, which is to be submitted to and approved by the Board at a later date.

The source of funds for the contracts related to the middle school/existing building is the 2014 Bond and the Prop 39 Energy Efficiency Grant.

Impact on MPS

Approval of the aforementioned contracts will allow MPS to continue with the construction of the new high school building and to better define the improvements that are needed for the middle school building, including required retrofit upgrades to bring the building up to Code.

Name of Staff Originator

Patrick Ontiveros, General Counsel & Director of Facilities

Exhibits (Primesource Reports)

A. Terry A. Hayes and Associates
B. Leighton Consulting, Inc.
C. Pacific Engineers Group, Consulting Electrical Engineers
D. Maroko & Shwe, Inc.
E. Brandow & Johnston Structural Engineers

Exhibit A
PrimeSource Board Report
Terry A. Hayes and Associates

PRIMESOURCE
PROJECT MANAGEMENT
Project Leadership | Project Success

Board Action:
MSA-1 Zoning Change
CEQA Consulting Services

Date: June 5, 2018

Action Requested: Staff requests approval to issue an agreement to provide CEQA environmental consulting services to support the planned zoning change application for the MSA-1 campus to **Terry A. Hayes and Associates (TAHA)** to complete all required CEQA evaluations for a reimbursable Not-To-Exceed fee of $38,195.

Background - The MSA-1 campus has two different zoning classifications: the side between Sherman Way and the alley is designated as C2; the side between the alley and the rear of the site is designated as P. A C2 classification allows activities and buildings compatible with school needs. A P designation is reserved for parking, prohibits buildings, and allows very limited non-parking activities only under temporary zoning variances: it is not compatible with immediate school needs and restricts the long term development potential for the campus. It also restricts near term development potential in several ways. The planned seismic renovation design concept increases the FAR ratio for the existing building beyond the limit under current rules. The campus must maintain an excessive number of parking slots and cannot convert current parking areas to athletic areas or other functions.

A change in zoning and obtaining permissions for the full range of development anticipated for the campus over the long-term requires submission of a zoning change application to the City of Los Angeles.

MSA-1 has already begin the process of preparing and submitting a zoning change application (to be prepared by Rabuild Commercial, already under contract) supported by master planning (being prepared by gkk works, already under contract).

The zoning application next requires a City-defined standard CEQA environmental analysis and mitigation determination process that evaluates potential impacts of the master plan on the neighborhood and, if found, considers ways to mitigate or avoid negative impacts. The CEQA environmental work will also be supported by project specific mapping (by

GC Mapping Service, already under contract) and may require an updated traffic analysis (possible update to 2017 analysis already prepared by KOA and approved as part of the new high school design). Filing fees will be required when the zoning change application is submitted.

Staff prepared an RFP for environmental consulting work, advertised the RFP, and reached out to firms to solicit proposals for this work. Two firms with particular expertise in this area of work and in this specific neighborhood were solicited and given access to all project information and other consultants working on this topic. Compliant and responsive proposals were received from both firms.

Staff selected **Terry A. Hayes and Associates**. They demonstrated a precise and targeted understanding of the project's specific needs and level of effort and also proposed a low fee for services. Because the environmental process is iterative and specific tasks will evolve depending on prior findings and analysis, this work does not lend itself to a lump sum contract. Instead, staff recommends a reimbursable contract with a Not-To-Exceed cap.

This work is included in the MSA-1 budget approved by the Board in May 2018. The budget anticipated that the work will be funded by 2014 bond funds specifically allocated to existing building renovation. Staff has since determined that this work is also eligible for CSFIG funding.

Exhibit B
PrimeSource Board Report
Leighton Consulting, Inc.

PRIMESOURCE
PROJECT MANAGEMENT
Project Leadership | Project Success

Board Action:
MSA-1 New Classroom Building
Testing & Inspection Services
From Leighton Consulting, Inc.

Date: June 6, 2018

Action Requested: Staff requests approval to issue a contract to **Leighton Consulting, Inc.** to provide laboratory testing and deputy inspection services for the MSA-1 new classroom building under a cost reimbursable contract with a Not-To-Exceed (NTX) limit of $70,000, plus an authorized contingency of $10,000.

Background - The MSA-1 new classroom building is being built under the City of Los Angeles Department of Building and Safety (LADBS) Building Code and regulations. The City provides lead inspectors in all disciplines to ensure Code compliance; this cost is included in permit fees paid to the City. MPS is required to provide at its expense deputy inspectors who do the detailed day to day inspection and laboratory testing of all soils and structural work. MPS is also required to perform its own inspection of non-Code elements such as architectural finishes and its own inspection for scope completion. Non-Code inspection will be provided primarily by the design team and the construction manager in periodic site visits and formal completion inspections. In addition, the contractor is responsible for delivering a project that meets defined quality requirements and for conducting its own inspection.

This contract is to provide the deputy inspectors and laboratory testing required by the City of Los Angeles. All deputy inspectors and laboratories are required to be certified by the LADBS and to comply with LADBS administrative processes, record keeping, and technical services. Their services must work in a coordinated fashion with inspection and quality verification services provided by the contractor, its subcontractors and suppliers, the design team, the commissioning agent, and the construction manager.

The City requirements are not as intense or expensive as those in a DSA-regulated school project. However, it is the recommendation of staff that this building be held to a quality standard that is higher than the typical charter school or commercial building including a higher than normal quantity and quality of inspection and record keeping, one that is closer

PRIMESOURCE PROJECT MANAGEMENT

to DSA standards. This recommendation is based on the observation that ensuring better initial quality is a proven cost-effective way of reducing long-term cost of maintenance and operations and ensuring building toughness for seismic loading and other factors that ensure a longer building life and level of service.

Staff prepared an RFP for these services which was publicly posted and multiple firms were solicited directly. Ultimately, four proposals were received and evaluated. All of the proposers were required to estimate cost of services based on the building plans and an overall schedule which were provided to them. The fee proposals varied greatly in total cost and even more greatly in approach and individual task manhour estimates. Several proposals were missing key components which would increase cost when added. Several proposals had unreasonably low estimates of manhours required for various tasks which also created an apparently lower cost that cannot be sustained. The project will also require specialty testing that none of the firms addressed, particularly related to waterproofing and other unique specialty areas. Hourly rates for inspectors varied considerably – along with their qualifications and training and oversight.

After considerable evaluation, staff recommends that the contract be awarded to **Leighton Consulting, Inc.** as representing the best overall value to MPS.

Staff negotiated the cost and scope of this work with **Leighton Consulting** and reduced the overall cost significantly from their proposed total amount. Because the actual detailed level of effort will be influenced significantly by LADBS inspector direction and by contractor schedule and level of quality delivered, it is not practical or desirable to use a lump sum contract format for this work. Instead, staff recommend a reimbursable contract format with a Not-to-Exceed (NTX) cap of $70,000. Staff also recommends that a testing and inspection contingency of $10,000 be authorized at this time to be added to the contact by change order if and when necessary.

This work is included in the MSA-1 budget approved by the Board in May 2018. The budget anticipated that the work will be funded by 2074 bond funds; this work is not eligible for CSFIG funding.

Exhibit C
PrimeSource Board Report
Pacific Engineers Group, Consulting Electrical Engineers

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Board Action:
MSA-1 Existing Building
Electrical Engineering Consultant

Date: June 6, 2018

Action Requested: Staff requests approval to issue a professional consulting services agreement to **Pacific Engineers Group, Consulting Electrical Engineers** for electrical engineering consulting services on the existing building with a reimbursable Not-To-Exceed (NTX) amount of $25,000.

Background - The MSA-1 site includes two buildings. The existing classroom building was built in the early 1960's and renovated by MPS in 2002. That renovation left the existing HVAC and plumbing systems largely intact and left the electrical switchgear system completely intact. The HVAC equipment system requires a complete reengineering and replacement. Electrical service to the HVAC system is deficient and must be reengineered and replaced. This design work will be incorporated into the Prop 39 HVAC design/build package planned for this building. This is the most pressing need.

MSA-1 is also planning to incorporate solar power into the campus. This requires the ability to feed solar power into the switchgear and DWP meter system. It appears that the building was designed with multiple (+10) DWP electrical meters intended to serve individual building tenants. This multiple meter arrangement is unnecessary today and an obstacle to the incorporation of solar power and will require modification and negotiation with DWP. It also created unnecessary and confusing circuits throughout the building, some of which require modification to support current classroom power demands.

The seismic renovation of the campus will create new rooms and rearrange walls in spaces which will require modifications to the lighting and power distribution design.

The scope of work for this consultant will include the following tasks:

- A redesign of the electrical system to modernize the HVAC, exhaust, and hot water systems.

- A redesign of the electrical system to serve the seismic renovation of the building and creation of new classroom space and relocation of office space.
- Evaluation and potential redesign of the existing switchgear to allow the maximum incorporation of solar power from the planned solar shade shelter.

Staff prepared an RFP for this work which was publicly posted. This is a small services contract and unattractive to most consultants. Staff approached multiple consultants who declined the work. **Pacific Engineers Group** submitted a compliant proposal and then negotiated a significant reduction in fee to meet the MSA-1 budget. **Pacific Engineers Group** has extensive experience with electrical design in schools and with Prop 39 applications and processes, and has worked extensively with Maroko & Shwe, the recommended mechanical engineer for existing building renovation.

This work is included in the MSA-1 budget approved by the Board in May 2018 to be funded from the 2014 bond. Staff has determined that the consulting work under this contract is also eligible for a combination of CSFIG funding and Prop 39 reimbursement.

Exhibit D
PrimeSource Board Report
Maroko & Shwe, Inc.

PRIMESOURCE PROJECT MANAGEMENT
Project Leadership | Project Success

Board Action:
MSA-1 Existing Building
Mechanical Engineering Consultant

Date: June 6, 2018

Action Requested: Staff requests approval to issue a professional consulting services agreement to **Maroko & Shwe, Inc.** for mechanical engineering consulting services on the existing building with a reimbursable Not-To-Exceed (NTX) amount of $35,000.

Background - The MSA-1 site includes two buildings. The existing classroom building was built in the early 1960's and renovated by MPS in 2002. That renovation left the existing HVAC and plumbing systems largely intact. The system includes a number of rooftop package HVAC units on the roof. These units are all beyond end of life and are failing. The initial installation of these units was substandard in many respects: inadequate structural connections and support, improperly designed ductwork, inadequate (or no) sound dampening, non-Code compliant gas and electrical service. Many units were residential units incorrectly sized, improperly used in a commercial setting and some not designed for rooftop applications. All of the units are using a refrigerant that is no longer legal and cannot be recharged legally. The current HVAC system provides a volume of fresh air significantly below current Code and poor level of comfort in extreme temperatures.

Exhaust fans, also located on the roof, are similarly deficient. Bathrooms are being served by an oversized gas fired hot water boiler, which is an inefficient wasteful provided of hot water. The small amount of hot water required to serve the school would be more efficiently provided by small on-demand electric hot water heaters. This would eliminate the need for gas service to the building.

All HVAC equipment requires immediate replacement. This equipment replacement qualifies for Prop 39 funding. Because the existing units cannot be replaced in kind, because the existing design is severely deficient and violates Code, the entire system must be redesigned.

The scope of work will include the following:

- A redesign of the entire system to modernize the HVAC, exhaust, and hot water systems.

PRIMESOURCE PROJECT MANAGEMENT

- The redesign of the system will anticipate the seismic renovation of the building and creation of new classroom space and relocation of office space that will require an expansion of HVAC service.
- The redesign of the system will remove a significant portion of the ductwork in the current atrium to reduce clutter and visually open the space to serve as a large group activity space.
- The design will develop a performance based plan and specification to be issued to Design/Build HVAC contractor bidders to replace the existing equipment and modernize the system. This will include the necessary applications and supporting documentation to secure Prop 39 funding.

Staff prepared an RFP for this work which was publicly posted. This is a small services contract and unattractive to most consultants. Staff approached multiple consultants who declined the work. **Maroko & Shwe** submitted a compliant proposal and then negotiated a reduction in fee to meet the MSA-1 budget. Staff has negotiated a fixed fee of $12,000 for the performance based HVAC replacement package plus a reimbursable Not-To-Exceed fee of $23,000 for the balance of tasks, for a total contract amount of $35,000. **Maroko & Shwe** has extensive experience with mechanical design in schools and with Prop 39 applications and processes.

This work is included in the MSA-1 budget approved by the Board in May 2018 which anticipated using proceeds from the 2014 bond. Staff has confirmed that the consulting work under this contract is also eligible for a combination of CSFIG funding and Prop 39 reimbursement.

Exhibit E
PrimeSource Board Report
Brandow & Johnston Structural Engineers

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Board Action:
MSA-1 Existing Building
Change Order to Brandow & Johnston Structural Engineers

Date: June 6, 2018

Action Requested: Staff requests approval to issue a change order for expanded services to **Brandow & Johnston Structural Engineers** to complete a seismic renovation design through plan check by the City of LADBS for a Lump Sum fee of $52,600.

Background - The MSA-1 site includes two buildings. The existing classroom building was built in the early 1960's and renovated by MPS in 2002. That renovation made no structural changes or upgrades.

Brandow & Johnston is currently under contract to provide structural engineering services on the existing building at MSA-1. The current scope includes a two-step seismic existing conditions assessment and a conceptual renovation design. The initial assessment work is largely complete and has confirmed serious seismic weaknesses that require correction to reduce the risk of catastrophic failure in the building in the event of a serious earthquake.

The conceptual renovation design is also largely complete. This design anticipates extending the second floor to fill in the currently open two-story high area in the front of the building (on the Sherman Way side), the addition of shear wall panels on the exterior walls of the building, and additional connections between the second floor and roof and the exterior walls. This is an opportunistic solution that is practical and cost effective and which will yield additional classrooms, a large group assembly area, and repositioning of administrative support space closer to the main entrance to the school.

Staff negotiated the cost and scope of this work with **Brandow & Johnston** based on industry standards for comparable scope. Because the scope is well-defined, it lends itself to a lump sum fee contracting approach. Initial work under this agreement was also done on a lump sum basis.

This work is included in the MSA-1 budget approved by the Board in May 2018. The budget anticipated that the work will be funded by 2014 bond

funds specifically allocated to existing building renovation. Staff has since determined that this work is also eligible for CSFIG funding.

Cover Sheet

Approval of 2018-19 Magnolia Public Schools Budget Including Master List of Contracts over $25,000

Section: IV. Action Items
Item: F. Approval of 2018-19 Magnolia Public Schools Budget Including Master List of Contracts over $25,000
Purpose: Vote
Submitted by:
Related Material: IV F 2018-19 MPS Budget & Master Contracts.pdf

Board Agenda Item	Agenda # IV F- Action Item
Date:	6-14-18
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Finance Committee/Nanie Montijo, Chief Financial Officer
RE:	Adoption of 2018-19 Budget and Approval of Ongoing Contracts over $25,000

Proposed Board Recommendation

I move that the Board adopt the 2018-19 Budget as reviewed and recommended for approval by the MPS Finance Committee and approve all ongoing contracts over $25,000 for fiscal year 2018-19 as listed in the attached document.

Background

- The Adopted Budget is part of an ongoing series of state-required reports for the 2018-19 fiscal year. The state requires that all local educational agencies adopt a budget by July 1 of each year. County superintendents are required to examine the adopted budget for each school district in the county and the State Superintendent of Public Instruction (SSPI) is required to examine the adopted budget for each county office of education. Budgets are examined for compliance with state-adopted criteria and standards, to identify technical corrections needed, and to determine whether the budget will allow the LEA to meet budget year and multiyear financial commitments.

- The board approves all ongoing contract annually. MPS Financial Policy PUR107 requires all contract over $25,000 to go thru RFP process and approved by the Board.

Budget Implications

N/A

Attachments

2018-19 Proposed Budget

2018-19 Master Contract List

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

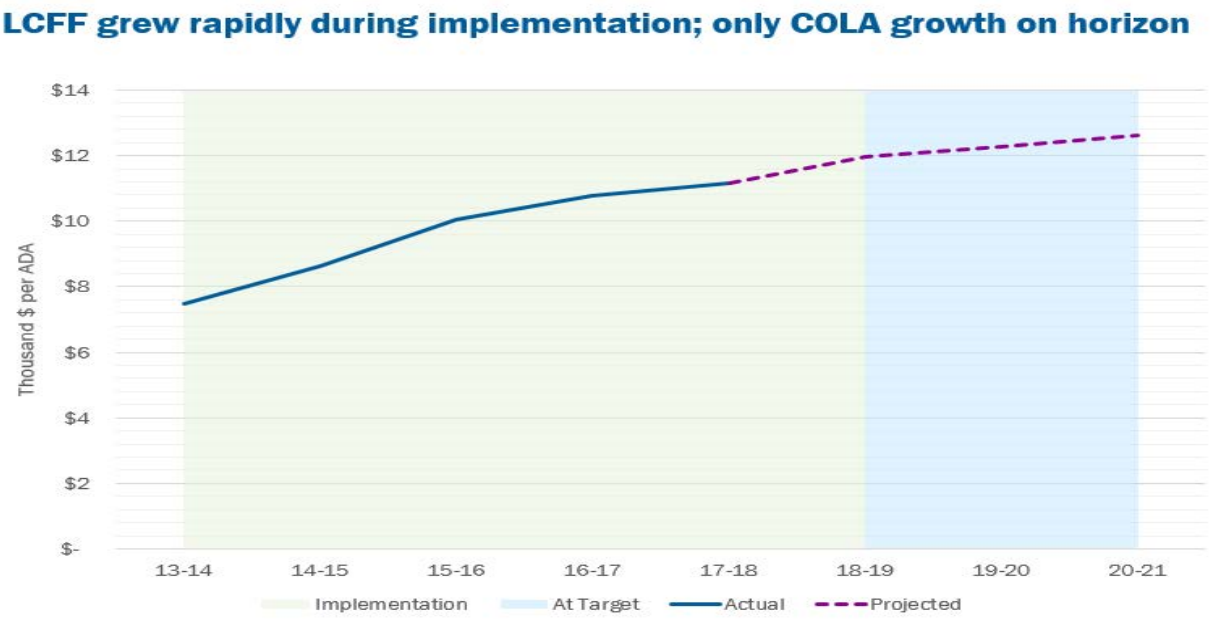
Magnolia FY18-19 Budget Narrative

Background

The Magnolia Public Schools (MPS) FY18-19 budgets have been developed by EdTec in deep collaboration with staff at MERF and the school sites over the past three months with updates to assumptions as new information has become available. This narrative will help explain the budget climate we are currently operating within and the key assumptions used in developing the site and MERF budgets. Included after this narrative is master list of budget assumptions, a consolidated budget, a budget summary for each site, and a detailed budget by line item for each site.

The State Budget Climate

In recent years, charter schools have experienced an uptick in revenues, thanks to implementation of the Local Control Funding Formula (LCFF) funding model for State Aid and 4 years of one-time revenues. This year is no different. As a result, the Governor estimated in his January budget proposal that we would see a decent increase in LCFF funding for FY18-19, with complete closing of the gap toward the implementation target by 6/30/18.

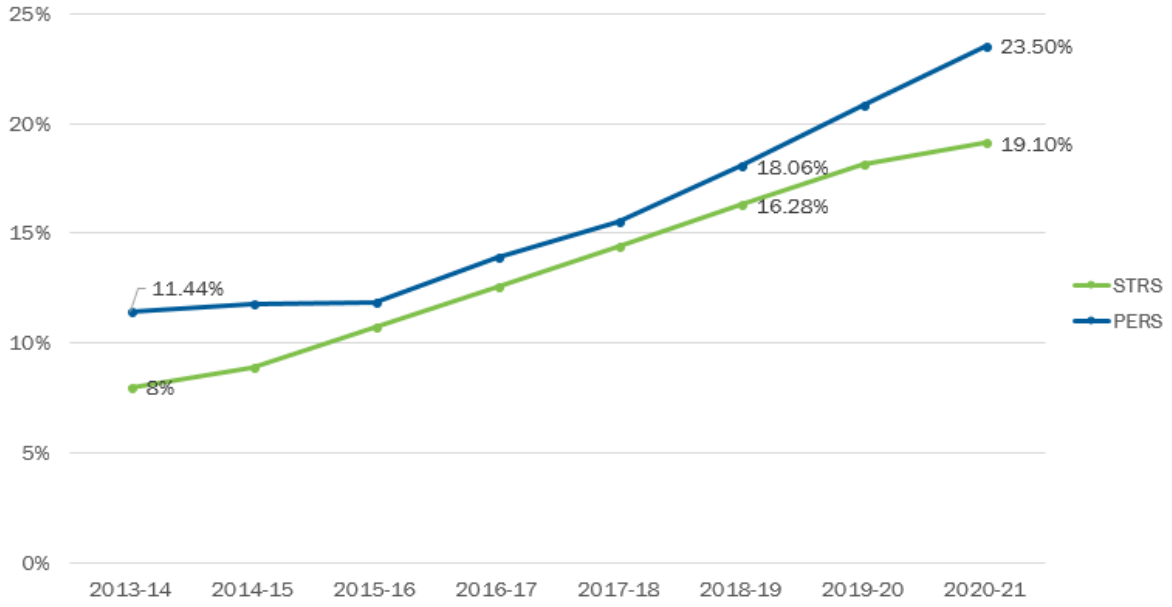


MPS sites are estimated to experience averages increases in LCFF of approx $250/ADA next year.

Also, one-time revenues are currently expected to be $343/ PY ADA, as compared to $147/ PY ADA in FY17-18. This translates to total one-time revenue of **$1.1 million** in revenue for FY18-19, an increase of $750k from current year. This is per the May Revise, and actual approved amounts may be less.

A real issue is that of growing expenses, particularly in the area of retirement contributions. Employer STRS and PERS contribution rates are growing by almost 2% next year and this trend will continue for several years (see tables below).

STRS AND PERS GROWTH RATE OVER TIME



18-19 STRS employer contribution is up 103% from 13-14, PERS is up 58%

Building Reserves

Organizations should have strong internal controls that provide for sufficient reserves to weather economic downturns and long-term goals. The balance in a school's fund is referred to as a *reserve.* Schools use their reserves to (1) manage cash flow, (2) mitigate volatility in funding, (3) address unexpected costs, (4) save for large purchases, and (5) obtain higher credit ratings. For charter schools, the recommended reserve that we often hear is at *3-5% of Expenditures*.

An important distinction to make: when we talk about a reserve as a % of expenditures, we are talking about the *cumulative* reserve to be maintained for the school, ***not*** the *annual reserve increase*. Schools will sometimes experience years where net income is below 0 or less than 5% of expenditures, particularly due to items (2) and (3) noted above. It is important to keep in mind that authorizers and the State also look at whether reserves have grown too high to the point where resources are not adequately being used to support students. If a school's net income totaled 5% of expenses every year, their reserve would be 50% within 10 years, which could be considered problematic.

Per the Legislative Analyst's Office (LAO), while there is no "required" reserve amount, the State Guidelines for Minimum General Fund reserves are:

State Guidelines for Minimum General Fund Reserves
Per Legislative Analyst Office Analysis of School District Reserves, January 2015

District Enrollment	Minimum Unassigned Reserves*
0-300	5%
301-1000	4%
1,001-30,000	3%

*As a percent of annual expenditures

The Bottom Line

Budgeted net incomes across the sites per the latest draft are as follows, with reserve increase (as % of expenses) and budgeted ending Fund Balance noted below:

	2018/19											
	Preliminary Budget - MSA-1	Preliminary Budget - MSA-2	Preliminary Budget - MSA-3	Preliminary Budget - MSA-4	Preliminary Budget - MSA-5	Preliminary Budget - MSA-6	Preliminary Budget - MSA-7	Preliminary Budget - MSA-8	Preliminary Budget - MSA-SA	Preliminary Budget - MSA-SD	Preliminary Budget - MERF	Total
Operating Net Income	667,180	159,414	104,253	(79,738)	6,057	57,791	99,748	244,160	188,691	223	250,000	1,697,778
Ending Fund Balance	5,080,440	1,303,613	1,171,095	1,175,592	1,684,162	1,444,774	1,458,644	3,932,147	8,042,349	1,316,780	11,410	-
Ending Fund Balance as a % of Expenses	***57%***	***22%***	***20%***	***50%***	***59%***	***79%***	***40%***	***70%***	***86%***	***29%***	***0%***	***0%***
Net Income as % of FY18-19 Expenses	7.5%	2.7%	1.7%	-3.4%	0.2%	3.1%	2.8%	4.4%	2.0%	0.0%	4.3%	3.0%

MERF Budget

Per the Finance Committee's direction, the MERF budgeted expenses have been reduced by approximately $257,000 from the FY17-18 budget.

Changes include:

- Merging of Chief Academic Officer with Regional Director role (reduce 1 FTE)
- Addition of a Discipline Coordinator in Academic Department (+ 1 FTE)
- Additional office support in Accountability Department (+1 FTE)
- Reduced legal and professional fees
- Change in back-office provider, with no additional staff added at MERF

Items not currently in this budget that may need consideration:

- Prior STRS/PERS error corrections (amount of corrections needed is unknown at this time)

Major assumptions that were used to compile these budgets:

Enrollment by site

	2018/19 MSA-1	2018/19 MSA-2	2018/19 MSA-3	2018/19 MSA-4	2018/19 MSA-5	2018/19 MSA-6	2018/19 MSA-7	2018/19 MSA-8	2018/19 MSA-SA	2018/19 MSA-SD	2018/19 Total
Total Enrollment FY18-19 Budget	**635**	**465**	**485**	**181**	**241**	**152**	**292**	**480**	**771**	**480**	**4182**
Total Enrollment FY17-18 P2	543	470	461	176	213	164	286	480	740	405	3938
Net Change	92	-5	24	5	28	-12	6	0	31	75	244
% change	*16.9%*	*-1.1%*	*5.2%*	*2.8%*	*13.1%*	*-7.3%*	*2.1%*	*0.0%*	*4.2%*	*18.5%*	*6.2%*

Staffing & Health Benefits

The number of staff and annual anticipated salary amounts have been vetted by the principals, CFO and HR department.

While health benefit amounts are not yet confirmed for next year, we have maintained a conservative approach in estimating these costs. For continuing staff, we are using the current rate per employee, increased by an estimated 10.25%. For new hires and TBDs, we are budgeting them at average of existing rates. See individual site budgets for details of staff FTE and amounts budgeted.

Program expenses

All program and operating expenses were reviewed against latest current year-to-date actuals, and were adjusted per detailed discussions by the CFO with principals and regional directors, and specific direction from MERF department heads.

CMO Fee

The CMO fees included in the school budgets are based on the Board-Approved tiered CMO fee structure that was adopted by the MPS Board in 2014-15. This is NOT a flat % of revenue model. The amount being allocated is based on the following formula:

Total CMO Fee FY17-18	$6,392,850
Total CMO Fee FY18-19 Proposed	**$6,008,065***
Total change	-$384,785

*The FY18-19 proposed CMO fee is being calculated as follows:

Budgeted MERF FY18-19 Expenses	$5,808,065
Reserve increase	$ 200,000
Total FY18-19 Proposed CMO Fee	$6,008,065

		2018/19 MSA-1	2018/19 MSA-2	2018/19 MSA-3	2018/19 MSA-4	2018/19 MSA-5	2018/19 MSA-6	2018/19 MSA-7	2018/19 MSA-8	2018/19 MSA-SA	2018/19 MSA-SD
5101	Shared Management Fee - CMO	994,835	898,892	991,104	77,657	103,253	46,452	496,785	991,436	997,937	409,714
	% of Revenue	10.5%	15.0%	16.3%	3.4%	3.6%	2.5%	13.4%	17.0%	10.4%	9.0%

Please see attached Master Assumptions list for detailed assumptions of revenue rates and expenses for all sites

SB740 Facility Funding

The May Revise announced that SB740 funding is expected to be funded at least 90% next year and may even be fully funded. We have included 90% reimbursement in these budgets for those sites eligible to receive this funding.

Restricted Funds carryover to FY18-19

All sites except MSA-SA and MERF received Prop 39 Clean Energy Funding in FY17-18 and prior years. This funding is restricted for use per an approved spending plan for energy efficiency improvements. This revenue was largely received in FY17-18 and is increasing the ending Fund Balance to be carried over to FY18-19. The expenses, once incurred, will be recorded in the period of purchase or when the items are placed in service, expected to be sometime between FY18-19 and FY19-20. Total estimated restricted funds are as follows:

	2018/19 MSA-1	2018/19 MSA-2	2018/19 MSA-3	2018/19 MSA-4	2018/19 MSA-5	2018/19 MSA-6	2018/19 MSA-7	2018/19 MSA-8	2018/19 MSA-SA	2018/19 MSA-SD	2018/19 Total
Prop 39 Clean Energy Funds	280,278	269,514	269,302	256,040	261,441	117,005	264,781	284,026	-	255,822	**2,258,210**
College Readiness	51,444	35,038	30,850	22,733	-	-	-	-	14,716	-	**154,781**
Prop 1d									95,590	106,607	**202,197**
Carryover to FY18-19	**331,722**	**304,552**	**300,152**	**278,774**	**261,441**	**117,005**	**264,781**	**284,026**	**110,306**	**362,429**	**2,615,188**

Projected Ending Fund Balances Available for Operations as of 6/30/19:

		MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Fund Balance - Forecasted, 6/30/18		4,413,260	1,144,199	1,066,841	1,255,330	1,678,106	1,386,984	1,358,896	3,687,988	7,853,659	1,316,558	(238,590)	24,923,229
Net Income FY18-19, Budgeted		**667,180**	**159,414**	**104,253**	**(79,738)**	**6,057**	**57,791**	**99,748**	**244,160**	**188,691**	**223**	**250,000**	**1,697,778**
													-
Net Assets 6/30/19, Budgeted		**5,080,440**	**1,303,613**	**1,171,095**	**1,175,592**	**1,684,162**	**1,444,774**	**1,458,644**	**3,932,147**	**8,042,349**	**1,316,780**	**11,410**	**26,621,007**
													-
Less:													-
Invested in fixed assets		1,804,681	200,262	219,786	158,592	132,248	35,326	245,259	203,254	21,832,736	445,467	16,128	25,293,737
Net of related debt		-	-	-	-	-	-	-	-	(12,670,362)	(151,806)	-	(12,822,168)
Invested in other long-term assets		(161,923)	-	-	-	-	-	-	-	(75,554)	(198,191)	-	(435,668)
Restricted (Est 7/1/18 balances):													-
Prop 1D	2015-16	-	-	-	-	-	-	-	-	95,590	106,607	-	202,197
Est. Fund Balance invested or reserved - 6/30/19		**1,642,758**	**200,262**	**219,786**	**158,592**	**132,248**	**35,326**	**245,259**	**203,254**	**9,182,409**	**202,077**	**16,128**	**12,238,099**
Est. Fund Balance available for operations - 6/30/19		**3,437,682**	**1,103,351**	**951,309**	**1,016,999**	**1,551,915**	**1,409,449**	**1,213,385**	**3,728,893**	**(1,140,060)**	**1,114,703**	**(4,718)**	**14,382,908**
Fund Balance available as % of Expenses		**38.87%**	**18.93%**	**15.88%**	**43.08%**	**54.53%**	**76.68%**	**33.64%**	**66.74%**	**-12.13%**	**24.61%**	**-0.08%**	**25.39%**
Reserve for Economic Uncertainties	5%	442,171	291,493	299,605	118,028	142,303	91,904	180,348	279,371	469,820	226,477	290,403	-
Remaining Available for Operations - 6/30/19		**2,995,510**	**811,858**	**651,704**	**898,971**	**1,409,612**	**1,317,544**	**1,033,037**	**3,449,522**	**(1,609,880)**	**888,226**	**(295,121)**	**14,382,908**
Remaining available as % of Expenses		***33.87%***	***13.93%***	***10.88%***	***38.08%***	***49.53%***	***71.68%***	***28.64%***	***61.74%***	***-17.13%***	***19.61%***	***-5.08%***	***25.39%***

The Consolidated FY18-19 Budget:

	Year 2 2018-19 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	6,879,059	4,916,902	4,907,330	1,920,178	2,431,167	1,464,746	2,757,762	4,837,160	7,954,976	3,724,672	-	41,793,952
Federal Revenue	1,178,414	499,381	473,722	155,404	156,069	166,465	249,021	322,587	680,678	134,778	-	4,016,519
Other State Revenues	1,388,951	539,656	656,426	197,847	263,878	249,668	672,875	667,832	872,239	590,983	-	6,100,354
Local Revenues	9,183	6,206	32,844	1,487	0	0	10,560	0	33,653	47,178	6,058,065	6,199,176
Fundraising and Grants	55,000	27,137	26,028	5,910	1,000	15,000	16,492	4,000	43,546	32,153	-	226,265
Total Revenue	**9,510,606**	**5,989,282**	**6,096,349**	**2,280,825**	**2,852,114**	**1,895,880**	**3,706,710**	**5,831,579**	**9,585,092**	**4,529,764**	**6,058,065**	**58,336,265**
Expenses												
Compensation and Benefits	4,586,369	3,583,593	3,399,988	1,374,372	1,849,098	1,176,112	1,878,415	2,992,623	5,370,662	2,599,349	3,267,089	32,077,671
Books and Supplies	577,771	426,947	386,564	143,475	238,640	149,590	227,293	429,408	657,369	136,427	89,201	3,462,686
Services and Other Operating Expenditures	3,607,813	1,749,843	2,141,739	823,405	740,740	495,829	1,485,266	2,077,572	2,176,099	1,748,118	2,451,260	19,497,685
Depreciation	71,472	69,484	63,804	19,312	17,579	16,557	15,987	87,817	597,067	45,647	515	1,005,243
Other Outflows	-	-	-	-	-	-	-	-	595,203	-	-	595,203
Total Expenses	**8,843,426**	**5,829,868**	**5,992,096**	**2,360,563**	**2,846,058**	**1,838,089**	**3,606,961**	**5,587,420**	**9,396,401**	**4,529,541**	**5,808,065**	**56,638,487**
Operating Income	**667,180**	**159,414**	**104,253**	**(79,738)**	**6,057**	**57,791**	**99,748**	**244,160**	**188,691**	**223**	**250,000**	**1,697,778**
Net Reserve increase	***7.5%***	***2.7%***	***1.7%***	***-3.4%***	***0.2%***	***3.1%***	***2.8%***	***4.4%***	***2.0%***	***0.0%***	***4.3%***	***3.0%***
Fund Balance												
Beginning Balance (Unaudited)	4,413,260	1,144,199	1,066,841	1,255,330	1,678,106	1,386,984	1,358,896	3,687,988	7,853,659	1,316,558	(238,590)	24,923,229
Audit Adjustment												-
Beginning Balance (Audited)	4,413,260	1,144,199	1,066,841	1,255,330	1,678,106	1,386,984	1,358,896	3,687,988	7,853,659	1,316,558	(238,590)	24,923,229
Operating Income	667,180	159,414	104,253	(79,738)	6,057	57,791	99,748	244,160	188,691	223	250,000	1,697,778
Ending Fund Balance	**5,080,440**	**1,303,613**	**1,171,095**	**1,175,592**	**1,684,162**	**1,444,774**	**1,458,644**	**3,932,147**	**8,042,349**	**1,316,780**	**11,410**	**26,621,007**
Total Revenue Per ADA	15,539	13,487	13,313	13,287	12,587	12,834	13,244	12,364	12,950	9,815		14,536
Total Expenses Per ADA	14,449	13,128	13,085	13,751	12,560	12,442	12,887	11,847	12,695	9,815		14,113
Operating Income Per ADA	1,090	359	228	(465)	27	391	356	518	255	0		423

Unknowns that could impact these budgets:

- May Revise and final State approved budget (6/30/18)
- Revenues – The State budget could be approved with revenue rates different from what we currently anticipate
- Staffing – actual staff in each position could change
- Facility costs – rent agreements have not been finalized for all sites – final expenses could be different from what has been budgeted here
- Benefits – health benefits costs could come in different from what is estimated, and existing staff could change benefit status (i.e. from single to family, etc.)
- Enrollment – actual enrollment will not be confirmed until September/October (Norm Day)

MAGNOLIA PUBLIC SCHOOLS
FY18-19 Master Budget Assumptions List

Updated 6/1/18

			2018/19	
			Sites	Notes
Enrollment Breakdown			All	Google Doc, 4/2/18,with various changes
ADA %			All	Rate varies from 95% - 98%, per FY17-18 actuals
Demographic Information				
CALPADS Enrollment (for unduplicated % calc)			All	Per PY Fall Calpads, adjusted for enrollment
# Unduplicated (CALPADS)			All	Per PY Fall Calpads, adjusted for enrollment
# Free & Reduced Lunch (CALPADS)			All	Per PY Fall Calpads, adjusted for enrollment
# ELL (CALPADS)			All	Per PY Fall Calpads, adjusted for enrollment
REVENUES				
LCFF Entitlement				Per FCMAT LCFF Calculator, 2018 Governor's May Revise Proposed rates
Federal				
8181	Special Education - Entitlement		All	Per SELPA (LAUSD = $196/ADA, El Dorado = $125/PY Enrollment)
8220	Child Nutrition Programs		All except MSA-5,8	Per PY participation, adjusted for enrollment
8291	Title I		All	Rate per FY19 preliminary entitlement from CDE
8292	Title II		All	Rate per FY19 preliminary entitlement from CDE
8293	Title III		MSA-1	Title III LEP only, est $100 per eligible student - based on FY17-18 actual
8296	Other Federal Revenue - Erate		All	Erate reimbursements - per Rasul, 85% of internet, note: no phone in FY18-19, Cat2 equipment for MSA1 & 8
8296	Other Federal Revenue - CSFIGP		MSA-1,4,5	Per approved grants - confirmed with Cafer/Brock; MSA-2 and 3 will apply but are not currently budgeted for FY17-18
State				
8381	Special Education - Entitlement (State)			Per SELPA (LAUSD = $571/ADA, El Dorado = $514/P-2 ADA)
8382	Special Education Reimbursement (State)		MSA-1,2,3,5,SA, SD	Mental Health funding for El Dorado sites, estimated based on FY18 confirmed amount
8520	Child Nutrition - State		All except MSA-5,8	Per PY participation, adjusted for enrollment
8545	School Facilities Apportionments (SB740)		MSA-1,6,7	On eligible (Non-District) sites only - estimated per CSFA at 90% of $1117 per ADA or 0.75 of rent, lesser of the two
8550	Mandated Cost Reimbursements		All	GrK-8=$16.30 per PY ADA, Gr9-12=$45.15 per PY ADA, One-Time funding included at $343/PY ADA
8560	State Lottery Revenue			$146 Non Prop 20 and $48 Prop 20, per ADA per SSC January proposal
8596	ASES		MSA-1,3,5,7,8,SD	Per FY17-18: MSA-1 = $109k, MSA-3 = $113k MSA-7 = $163.8k, MSA-5=$29k & MSA-SD=$79k per FY18 grant amount, MSA-8=$136k per email rec'd 4/2/18
Local				
8634	Food Service Sales		All except MSA-5,8	Per PY participation, adjusted for enrollment
8682	Summer Program		All except MSA-6??	None included for FY18-19 - revenue and expense excluded
8699	All Other Local Revenue		All	Per FY actuals, reduced by one-time items
8803	Fundraising		All	Per PY actuals
EXPENSES				
Salaries				
1100	Teachers Salaries		All	Counts per principals, amounts per approved rate sheets provided on Google Doc received 4/7/18 (MSA-2 updated 6/1/18); estimated 5% increase for Classified)
1300	Certificated Supervisor & Administrator Salaries		All	Counts per principals - total pay per Google Doc received 4/7/18
2400	Classified Clerical & Office Salaries		All	Counts per principals - total pay per Google Doc received 4/7/18
2900	Classified Other Salaries		All	Counts per principals - estimated 5% increase in general
Benefits				
3101	State Teachers Retirement System, certificated po:		All	16.28% of certificated payroll (increased from 14.43%)
3202	Public Employees Retirement System, classified po		All	17.70% of classified payroll (increased from 15.53%); assumes all classified staff participate (except for MSA-SA, only include those working over 20 hours/week)
3300	OASDI-Medicare-Alternative		All	6.2% of Classified and 1.45% of all payroll
3400	Health & Welfare Benefits		All	Per FY18 forecast plus 10.25%, new employees estimated at max rate
3500	Unemployment Insurance		All	SEF = .0005% of all payroll, MSA-1=6.2% of first $7k & MERF = 4.9% of first $7k
3600	Workers Comp Insurance		All	Per FY18 rate (1.13) per payroll
3700	Retiree Benefits		MERF	401K - Up to a 10% match of earnings for participating employees; FY17 10=employees participating; assumes no change in participants in FY19 - need to verify

MPS
Multi-year Projection
As of Apr FY2018

	Year 2 2018-19 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	6,879,059	4,916,902	4,907,330	1,920,178	2,431,167	1,464,746	2,757,762	4,837,160	7,954,976	3,724,672	-	41,793,952
Federal Revenue	1,178,414	499,381	473,722	155,404	156,069	166,465	249,021	322,587	680,678	134,778	-	4,016,519
Other State Revenues	1,388,951	539,656	656,426	197,847	263,878	249,668	672,875	667,832	872,239	590,983	-	6,100,354
Local Revenues	9,183	6,206	32,844	1,487	0	0	10,560	0	33,653	47,178	6,058,065	6,199,176
Fundraising and Grants	55,000	27,137	26,028	5,910	1,000	15,000	16,492	4,000	43,546	32,153	-	226,265
Total Revenue	**9,510,606**	**5,989,282**	**6,096,349**	**2,280,825**	**2,852,114**	**1,895,880**	**3,706,710**	**5,831,579**	**9,585,092**	**4,529,764**	**6,058,065**	**58,336,265**
Expenses												
Compensation and Benefits	4,586,369	3,583,593	3,399,988	1,374,372	1,849,098	1,176,112	1,878,415	2,992,623	5,370,662	2,599,349	3,267,089	32,077,671
Books and Supplies	577,771	426,947	386,564	143,475	238,640	149,590	227,293	429,408	657,369	136,427	89,201	3,462,686
Services and Other Operating Expenditures	3,607,813	1,749,843	2,141,739	823,405	740,740	495,829	1,485,266	2,077,572	2,176,099	1,748,118	2,451,260	19,497,685
Depreciation	71,472	69,484	63,804	19,312	17,579	16,557	15,987	87,817	597,067	45,647	515	1,005,243
Other Outflows	-	-	-	-	-	-	-	-	595,203	-	-	595,203
Total Expenses	**8,843,426**	**5,829,868**	**5,992,096**	**2,360,563**	**2,846,058**	**1,838,089**	**3,606,961**	**5,587,420**	**9,396,401**	**4,529,541**	**5,808,065**	**56,638,487**
Operating Income	**667,180**	**159,414**	**104,253**	**(79,738)**	**6,057**	**57,791**	**99,748**	**244,160**	**188,691**	**223**	**250,000**	**1,697,778**
Net Reserve increase	***7.5%***	***2.7%***	***1.7%***	***-3.4%***	***0.2%***	***3.1%***	***2.8%***	***4.4%***	***2.0%***	***0.0%***	***4.3%***	***3.0%***
Fund Balance												
Beginning Balance (Unaudited)	4,413,260	1,144,199	1,066,841	1,255,330	1,678,106	1,386,984	1,358,896	3,687,988	7,853,659	1,316,558	(238,590)	24,923,229
Audit Adjustment												-
Beginning Balance (Audited)	4,413,260	1,144,199	1,066,841	1,255,330	1,678,106	1,386,984	1,358,896	3,687,988	7,853,659	1,316,558	(238,590)	24,923,229
Operating Income	667,180	159,414	104,253	(79,738)	6,057	57,791	99,748	244,160	188,691	223	250,000	1,697,778
Ending Fund Balance	**5,080,440**	**1,303,613**	**1,171,095**	**1,175,592**	**1,684,162**	**1,444,774**	**1,458,644**	**3,932,147**	**8,042,349**	**1,316,780**	**11,410**	**26,621,007**
Total Revenue Per ADA	15,539	13,487	13,313	13,287	12,587	12,834	13,244	12,364	12,950	9,815		14,536
Total Expenses Per ADA	14,449	13,128	13,085	13,751	12,560	12,442	12,887	11,847	12,695	9,815		14,113
Operating Income Per ADA	1,090	359	228	(465)	27	391	356	518	255	0		423

MPS
Multi-year Projection
As of Apr FY2018

	Year 2 2018-19 Forecast											
	MSA-1	**MSA-2**	**MSA-3**	**MSA-4**	**MSA-5**	**MSA-6**	**MSA-7**	**MSA-8**	**MSA-SA**	**MSA-SD**	**MERF**	**Total**
Key Assumptions												
Enrollment Summary												
K-3	-	-	-	-	-	-	180	-	280	-	-	460
4-6	140	95	100	6	60	40	112	120	180	170	-	1,023
7-8	170	170	200	35	110	112	-	360	136	310	-	1,603
9-12	325	200	185	140	71	-	-	-	175	-	-	1,096
Total Enrolled	**635**	**465**	**485**	**181**	**241**	**152**	**292**	**480**	**771**	**480**	**-**	**4,182**
ADA %												
K-3							95.9%		96.0%			95.9%
4-6	95.9%	95.5%	95.0%	91.6%	95.1%	97.2%	95.9%	98.3%	96.0%	96.5%		96.1%
7-8	97.0%	95.5%	95.0%	97.0%	93.7%	97.2%		98.3%	96.0%	95.9%		96.4%
9-12	96.3%	95.5%	93.5%	94.4%	93.6%				96.0%			95.2%
Average ADA %	**96.4%**	**95.5%**	**94.4%**	**94.8%**	**94.0%**	**97.2%**	**95.9%**	**98.3%**	**96.0%**	**96.1%**		**96.0%**
ADA												
K-3	-	-	-	-	-	-	172.5	-	268.8	-	-	441.3
4-6	134.3	90.7	95.0	5.5	57.1	38.9	107.4	117.9	172.8	164.1	-	983.6
7-8	164.9	162.4	190.0	34.0	103.1	108.9	-	353.7	130.6	297.4	-	1,544.8
9-12	312.9	191.0	172.9	132.2	66.5	-	-	-	168.0	-	-	1,043.5
Total ADA	**612.0**	**444.1**	**457.9**	**171.7**	**226.6**	**147.7**	**279.9**	**471.6**	**740.2**	**461.5**	**-**	**4,013.2**

MPS
Multi-year Projection
As of Apr FY2018

		Year 2 2018-19 Forecast											
		MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	Total
REVENUE													
LCFF Entitlement													
8011	Charter Schools LCFF - State Aid	4,740,643	3,378,044	3,324,404	1,317,941	1,648,493	963,048	1,817,619	3,233,832	5,887,539	1,016,244	-	27,327,807
8012	Education Protection Account Entitlement	788,145	559,149	572,645	223,524	282,755	175,782	322,659	562,787	148,032	92,299	-	3,727,776
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	1,350,271	979,709	1,010,281	378,713	499,919	325,916	617,485	1,040,540	1,919,405	2,616,129	-	10,738,370
	SUBTOTAL - LCFF Entitlement	**6,879,059**	**4,916,902**	**4,907,330**	**1,920,178**	**2,431,167**	**1,464,746**	**2,757,762**	**4,837,160**	**7,954,976**	**3,724,672**	**-**	**41,793,952**
Federal Revenue													
8181	Special Education - Entitlement	67,875	58,875	56,875	33,606	26,250	28,921	54,794	92,335	92,000	50,500	-	562,030
8220	Child Nutrition Programs	271,704	202,266	210,830	35,688	-	50,307	80,273	-	276,286	33,724	-	1,161,079
8291	Title I	213,977	192,160	160,757	54,743	86,960	56,664	85,462	206,191	246,747	31,411	-	1,335,072
8292	Title II	30,082	22,441	21,622	7,728	9,787	6,935	11,576	24,062	36,110	8,637	-	178,980
8293	Title III	64,085	-	-	-	-	-	-	-	5,159	-	-	69,244
8296	Other Federal Revenue	530,691	23,639	23,639	23,639	33,072	23,639	16,915	-	24,376	10,506	-	710,114
8297	PY Federal - Not Accrued	-	-	-	-	-	-	-	-	-	-	-	-
8299	All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Federal Revenue	**1,178,414**	**499,381**	**473,722**	**155,404**	**156,069**	**166,465**	**249,021**	**322,587**	**680,678**	**134,778**	**-**	**4,016,519**
Other State Revenue													
8319	Other State Apportionments - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-
8381	Special Education - Entitlement (State)	319,485	231,807	239,041	98,217	118,285	84,525	160,141	269,858	386,364	240,900	-	2,148,622
8382	Special Education Reimbursements (State) - MH	7,415	38,277	31,680	-	-	-	-	-	63,360	39,600	-	180,332
8520	Child Nutrition - State	22,737	19,867	19,643	2,481	-	3,800	6,152	-	24,225	2,172	-	101,076
8545	School Facilities Apportionments	615,284	-	-	-	-	76,950	189,766	-	-	-	-	882,000
8550	Mandated Cost Reimbursements	195,780	163,554	163,990	63,847	72,149	55,735	98,718	169,906	254,699	139,401	-	1,377,778
8560	State Lottery Revenue	118,736	86,151	88,839	33,302	43,960	28,659	54,298	91,500	143,591	89,530	-	778,566
8593	Prop 39 Clean Energy	-	-	-	-	-	-	-	-	-	-	-	-
8596	ASES	109,513	-	113,234	-	29,484	-	163,800	136,568	-	79,380	-	631,980
	SUBTOTAL - Other State Revenue	**1,388,951**	**539,656**	**656,426**	**197,847**	**263,878**	**249,668**	**672,875**	**667,832**	**872,239**	**590,983**	**-**	**6,100,354**
Local Revenue													
8634	Food Service Sales	9,183	3,208	4,270	1,487	-	-	10,560	-	19,232	-	-	47,940
8650	Leases and Rentals	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	4,376	2,500	-	6,876
8682	Summer Program	-	-	-	-	-	-	-	-	-	-	-	-
8690	Other Local Revenue	-	2,999	4,450	-	-	-	-	-	10,045	1,678	50,000	69,171
8693	Field Trips	-	-	18,100	-	-	-	-	-	-	43,000	-	61,100
8699	All Other Local Revenue	-	-	6,024	-	-	-	-	-	-	-	-	6,024
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	994,835	994,835
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	898,892	898,892
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	991,104	991,104
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	77,657	77,657
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	103,253	103,253
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	46,452	46,452

MPS
Multi-year Projection
As of Apr FY2018

		Year 2 2018-19 Forecast											
		MSA-1	**MSA-2**	**MSA-3**	**MSA-4**	**MSA-5**	**MSA-6**	**MSA-7**	**MSA-8**	**MSA-SA**	**MSA-SD**	**MERF**	**Total**
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	496,785	496,785
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	991,436	991,436
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	997,937	997,937
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	409,714	409,714
8714	SpEd Option 3	-	-	-	-	-	-	-	-	-	-	-	-
8715	Option 3	-	-	-	-	-	-	-	-	-	-	-	-
8720	Revenue Program 20	-	-	-	-	-	-	-	-	-	-	-	-
8910	Contributions from Unrestricted Resource (0000-	0	0	0	0	0	0	0	0	0	0	-	0
	SUBTOTAL - Local Revenue	**9,183**	**6,206**	**32,844**	**1,487**	**0**	**0**	**10,560**	**0**	**33,653**	**47,178**	**6,058,065**	**6,199,176**
Fundraising and Grants													
8802	Donations - Private	10,913	-	-	-	-	5,000	-	-	11,806	-	-	27,719
8803	Fundraising	44,087	27,137	26,028	5,910	1,000	10,000	16,492	4,000	31,740	32,153	-	198,546
	SUBTOTAL - Fundraising and Grants	**55,000**	**27,137**	**26,028**	**5,910**	**1,000**	**15,000**	**16,492**	**4,000**	**43,546**	**32,153**	**-**	**226,265**
TOTAL REVENUE		**9,510,606**	**5,989,282**	**6,096,349**	**2,280,825**	**2,852,114**	**1,895,880**	**3,706,710**	**5,831,579**	**9,585,092**	**4,529,764**	**6,058,065**	**58,336,265**

MPS
Multi-year Projection
As of Apr FY2018

		Year 2 2018-19 Forecast											
		MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	Total
EXPENSES													
Compensation & Benefits													
Certificated Salaries													
1100	Teachers Salaries	2,234,641	1,740,983	1,681,876	776,333	982,993	550,355	951,321	1,529,852	2,646,248	1,238,279	-	14,332,880
1300	Certificated Supervisor & Administrator Salaries	554,247	425,320	336,472	173,512	188,680	172,824	184,056	337,456	641,922	426,128	378,981	3,819,598
	SUBTOTAL - Certificated Salaries	**2,788,888**	**2,166,303**	**2,018,348**	**949,845**	**1,171,673**	**723,179**	**1,135,377**	**1,867,308**	**3,288,170**	**1,664,407**	**378,981**	**18,152,478**
Classified Salaries													
2400	Classified Clerical & Office Salaries	191,328	167,840	164,833	41,998	86,990	45,000	83,167	120,411	278,368	59,644	1,855,812	3,095,392
2900	Classified Other Salaries	418,677	270,766	328,215	27,783	93,281	66,000	186,444	225,589	419,121	178,932	259,352	2,474,160
	SUBTOTAL - Classified Salaries	**610,005**	**438,606**	**493,048**	**69,781**	**180,271**	**111,000**	**269,611**	**346,000**	**697,489**	**238,576**	**2,115,164**	**5,569,552**
Employee Benefits													
3100	STRS	421,268	330,913	308,115	147,744	180,567	110,560	170,885	278,507	505,321	248,164	94,037	2,796,080
3200	PERS	110,179	79,221	89,054	12,604	28,226	20,049	48,036	62,495	92,125	36,329	49,981	628,298
3300	OASDI-Medicare-Alternative	99,582	73,252	74,781	21,735	34,657	21,709	42,403	63,253	112,459	51,069	141,868	736,767
3400	Health & Welfare Benefits	493,740	464,124	386,892	160,358	237,664	173,810	195,412	348,355	607,060	337,971	292,745	3,698,131
3500	Unemployment Insurance	24,436	1,533	1,473	615	816	500	872	1,295	2,502	1,141	11,916	47,099
3600	Workers Comp Insurance	38,272	29,331	28,278	11,481	15,223	9,393	15,820	24,922	44,879	21,428	28,084	267,110
3900	Other Employee Benefits	-	310	-	209	-	5,913	-	489	20,658	264	154,313	182,156
	SUBTOTAL - Employee Benefits	**1,187,476**	**978,684**	**888,593**	**354,746**	**497,154**	**341,934**	**473,427**	**779,314**	**1,385,003**	**696,366**	**772,944**	**8,355,641**
Books & Supplies													
4100	Approved Textbooks & Core Curricula Materials	10,000	25,000	25,000	17,118	20,000	25,750	28,840	51,500	22,121	5,150	1,051	231,530
4200	Books & Other Reference Materials	15,000	5,000	4,000	-	5,000	1,061	1,030	1,030	5,311	5,150	-	42,582
4315	Custodial Supplies	30,000	-	300	-	1,000	-	8,240	-	21,343	6,365	-	67,248
4320	Educational Software	51,130	57,982	54,310	33,228	43,865	21,916	19,248	51,974	80,648	13,654	9,000	436,954
4325	Instructional Materials & Supplies	75,000	30,000	26,500	25,000	13,446	7,185	6,369	46,268	70,000	30,000	5,500	335,268
4326	Art & Music Supplies	15,000	-	1,500	-	-	-	3,090	7,725	5,311	2,334	-	34,960
4330	Office Supplies	10,000	10,000	11,000	11,000	12,500	10,000	12,000	6,901	13,664	9,270	34,000	140,335
4335	PE Supplies	5,000	-	2,000	1,000	-	1,500	2,060	2,575	25,000	3,605	-	42,740
4340	Professional Development Supplies	-	-	500	-	-	-	1,000	-	-	-	-	1,500
4345	Non Instructional Student Materials & Supplies	15,000	10,000	7,000	5,000	2,000	2,652	1,545	5,150	7,500	6,365	-	62,212
4346	Teacher Supplies	10,000	-	1,000	-	-	1,132	2,472	5,150	10,621	2,500	-	32,875
4350	Uniforms	-	-	500	-	-	2,000	-	530	-	-	-	3,030
4351	Yearbook	-	-	-	-	-	1,500	783	1,545	-	-	-	3,828
4361	PY Supplies Expenses (not accrued)	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	-	-	7,120	-	11,329	-	10,300	11,330	25,000	-	1,500	66,579
4410	Classroom Furniture, Equipment & Supplies	-	10,000	-	-	2,500	1,000	3,184	1,030	-	-	-	17,714
4420	Computers (individual items less than $5k)	15,000	15,625	6,602	-	5,000	4,000	12,000	15,450	2,655	1,000	5,000	82,332
4430	Non Classroom Related Furniture, Equipment &	20,600	6,000	-	-	5,000	2,500	5,056	5,150	2,648	3,468	-	50,422
4700	Food	-	-	-	1,000	-	-	-	-	-	-	-	1,000
4710	Student Food Services	294,005	247,340	230,992	49,129	115,000	65,803	108,016	210,950	357,547	40,670	-	1,719,453
4720	Other Food	12,036	10,000	8,240	1,000	2,000	1,591	2,060	5,150	8,000	6,896	33,150	90,123

MPS
Multi-year Projection
As of Apr FY2018

		Year 2 2018-19 Forecast											
		MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	Total
	SUBTOTAL - Books and Supplies	**577,771**	**426,947**	**386,564**	**143,475**	**238,640**	**149,590**	**227,293**	**429,408**	**657,369**	**136,427**	**89,201**	**3,462,686**
Services & Other Operating Expenses													
5200	Travel & Conferences	-	-	-	2,000	-	-	-	-	-	-	-	2,000
5210	Conference Fees	15,000	6,000	-	2,000	2,000	561	1,030	10,300	10,000	4,790	37,950	89,631
5215	Travel - Mileage, Parking, Tolls	5,000	2,500	2,244	-	1,000	1,545	2,060	5,150	3,000	7,426	116,000	145,925
5220	Travel and Lodging	2,000	-	515	-	-	1,000	1,310	10,300	5,000	7,210	92,150	119,485
5300	Dues & Memberships	10,688	6,000	10,300	4,567	5,000	1,937	8,240	7,725	10,000	5,729	10,900	81,086
5450	Insurance - Other	33,449	27,746	27,808	11,273	11,836	10,771	18,102	31,196	40,000	22,550	40,000	274,731
5500	Operations & Housekeeping	75,000	17,510	5,150	656	515	2,000	10,300	36,050	40,000	56,650	26,545	270,376
5510	Utilities - Gas and Electric	100,000	-	-	-	-	7,931	59,995	-	120,000	30,000	-	317,926
5605	Equipment Leases	29,025	20,000	16,068	22,134	18,432	5,092	8,652	17,441	50,286	10,609	13,000	210,739
5610	Rent	1,387,132	11,000	-	-	-	114,000	281,134	-	-	713,760	176,200	2,683,226
5611	Prop 39 Related Costs	-	153,833	405,200	172,340	185,000	-	-	304,830	-	-	-	1,221,203
5615	Repairs and Maintenance - Building	66,865	20,749	10,815	2,000	5,000	2,000	10,300	-	65,000	30,000	2,500	215,229
5617	Repairs and Maintenance - Other Equipment	2,675	8,000	3,090	5,000	5,000	-	1,030	3,090	20,000	12,000	-	59,885
5803	Accounting Fees	13,749	10,000	10,313	10,850	8,334	4,774	6,489	15,914	11,684	10,609	50,000	152,716
5809	Banking Fees	2,006	1,500	515	546	612	530	2,963	515	2,932	1,061	20,000	33,181
5812	Business Services	-	-	-	-	-	-	-	-	-	-	500,000	500,000
5813	School Programs - After School Program	109,513	2,000	113,234	1,000	29,484	3,000	168,714	136,568	5,500	79,380	-	648,394
5814	School Programs - Academic Competitions	15,000	12,000	2,000	5,000	5,000	1,000	6,000	618	11,000	4,635	-	62,253
5819	School Programs - Other	35,000	10,000	20,000	1,000	3,600	10,000	4,120	1,030	7,100	1,133	10,000	102,983
5820	Consultants - Non Instructional	116,809	23,405	15,450	11,596	24,720	10,943	11,092	13,390	3,000	1,500	-	231,904
5822	Other Professional Services	116,639	45,215	84,605	91,913	12,728	50,703	41,360	44,631	54,637	22,310	522,750	1,087,491
5824	District Oversight Fees	68,791	49,169	49,073	19,202	24,292	15,756	27,578	48,017	79,550	37,247	-	418,674
5830	Field Trips Expenses	30,000	20,000	20,000	5,000	10,000	10,000	8,240	20,600	35,000	45,000	-	203,840
5833	Fines and Penalties	312	-	-	-	-	-	-	-	-	-	-	312
5843	Interest - Loans Less than 1 Year	-	-	-	-	-	-	-	-	-	-	-	-
5845	Legal Fees	20,059	20,000	35,000	25,000	5,000	20,000	15,000	13,390	15,000	15,450	335,000	518,899
5848	Licenses and Other Fees	-	-	-	-	-	-	-	-	26,263	-	16,000	42,263
5851	Marketing and Student Recruiting	15,059	20,000	10,000	10,000	7,500	18,000	10,000	8,240	20,000	15,000	58,000	191,799
5857	Payroll Fees	25,750	21,000	25,714	10,044	10,038	10,844	14,891	17,741	35,900	16,444	20,000	208,366
5858	**CMO Fees Expense**	994,835	898,892	991,104	77,657	103,253	46,452	496,785	991,436	997,937	409,714	-	6,008,065
5861	Prior Yr Exp (not accrued)	-	-	-	-	-	-	-	-	-	-	-	-
5863	Professional Development	20,000	11,442	15,000	29,865	10,000	2,000	7,900	8,549	30,418	12,360	77,000	224,534
5864	Professional Development - Tuition Reimbursem	58,000	75,500	30,000	20,000	20,085	23,000	14,200	43,000	70,682	15,725	50,500	420,692
5869	Special Education Contract Instructors	109,658	120,000	82,663	94,920	108,343	36,050	117,754	56,650	214,630	58,350	-	999,017
5872	Special Education Encroachment	15,494	12,147	11,720	26,365	42,998	22,689	42,987	72,628	19,709	12,006	-	278,742
5875	Staff Recruiting	-	-	309	-	-	-	-	-	-	-	15,000	15,309
5884	Substitutes	30,900	76,000	77,000	34,705	20,686	16,000	46,350	69,059	85,000	25,000	-	480,700
5887	Technology Services	63,405	36,600	49,991	55,750	53,079	39,161	32,863	74,154	73,161	24,258	216,765	719,187
5893	Transportation - Student	-	-	-	63,860	-	-	-	-	-	-	-	63,860
5898	Bad Debt Expense	-	-	-	-	-	0	-	-	-	-	-	0
5899	Miscellaneous Operating Expenses	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	5,000	4,635	9,962	4,450	4,323	3,090	4,120	3,000	3,090	35,063	32,000	108,733
5915	Postage and Delivery	15,000	7,000	6,896	2,713	2,882	5,000	3,708	12,360	10,621	5,150	13,000	84,330

MPS
Multi-year Projection
As of Apr FY2018

		Year 2 2018-19 Forecast											
		MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	Total
	SUBTOTAL - Services & Other Operating Exp	**3,607,813**	**1,749,843**	**2,141,739**	**823,405**	**740,740**	**495,829**	**1,485,266**	**2,077,572**	**2,176,099**	**1,748,118**	**2,451,260**	**19,497,685**
Depreciation Expense													
6900	Depreciation	71,472	69,484	63,804	19,312	17,579	16,557	15,987	87,817	597,067	45,647	515	1,005,243
	SUBTOTAL - Depreciation Expense	**71,472**	**69,484**	**63,804**	**19,312**	**17,579**	**16,557**	**15,987**	**87,817**	**597,067**	**45,647**	**515**	**1,005,243**
Other Outflows													
7438	Long term debt - Interest	-	-	-	-	-	-	-	-	595,203	-	-	595,203
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**595,203**	**-**	**-**	**595,203**
TOTAL EXPENSES		**8,843,426**	**5,829,868**	**5,992,096**	**2,360,563**	**2,846,058**	**1,838,089**	**3,606,961**	**5,587,420**	**9,396,401**	**4,529,541**	**5,808,065**	**56,638,487**

MPS
FY18-19 Staffing compare

Run Date 6/10/18	**MSA-1**	**MSA-2**	**MSA-3**	**MSA-4**	**MSA-5**	**MSA-6**	**MSA-7**	**MSA-8**	**MSA-SA**	**MSA-SD**	
Total Enrollment											
K-3	-	-	-	-	-	-	180	-	280	-	
4-6	140	95	100	6	60	40	112	120	180	170	
7-8	170	170	200	35	110	112	-	360	136	310	
9-12	325	200	185	140	71	-	-	-	175	-	
Total Enrollment	**635**	**465**	**485**	**181**	**241**	**152**	**292**	**480**	**771**	**480**	**4,182**
Total Teachers (1100)	34	25	24	12	15	9	15	24	42	19.8	
Principals/Deans (1300)	3	4	4	2	2	2	2	2	6	4	
Other (1300/2xxx) - Psych/counselor, Other	4	2	3	0	0	0	0	2	2	0	
Total Classified Other (2400 & 2900)	14	11	8	3	6.5	3	13	9	30	8	
Total Staff Counts	**55**	**42**	**39**	**17**	**23.5**	**14**	**30**	**37**	**80**	**31.8**	
Student Staff Ratios:											
Teachers (1100)	***18.7***	***18.6***	***20.2***	***15.1***	***16.1***	***16.9***	***19.5***	***20.0***	***18.4***	***24.2***	
Principals/Deans (1300)	***211.7***	***116.3***	***121.3***	***90.5***	***120.5***	***76.0***	***146.0***	***240.0***	***128.5***	***120.0***	
Other (1300/2900) - Psych/counselor, Other	***158.8***	***232.5***	***161.7***	***N/A***	***N/A***	***N/A***	***N/A***	***240.0***	***385.5***	***N/A***	
Classified (2400 & 2900)	***45.4***	***42.3***	***60.6***	***60.3***	***37.1***	***50.7***	***22.5***	***53.3***	***25.7***	***60.0***	

Magnolia Educational Research Foundation
Home Office Expense Allocation and Contigency Reserve for Economic Uncertainties

Distribution Calculation

School Names	2018-19 Projected ADA		Tier Factor	Subtract Factor calculated with different fee structure	Adjusted Tier Factor	Percentage of Redistribution based on ADA	Home Office Expense Allocation	Monthly	Account
Magnolia Science Academy	612		1.60		1.60	18%	980,017.69	81,668.14	203401211
Magnolia Science Academy 2	444		1.45		1.45	16%	888,141.04	74,011.75	202373064
Magnolia Science Academy 3	458		1.60		1.60	18%	980,017.69	81,668.14	202373163
Magnolia Science Academy 4	172		0.12		0.12	1%	73,501.33	6,125.11	202876769
Magnolia Science Academy 5	227		0.30		0.30	3%	183,753.32	15,312.78	202876694
Magnolia Science Academy 6	148		0.07		0.07	1%	42,875.77	3,572.98	204966121
Magnolia Science Academy 7	280		0.80		0.80	9%	490,008.85	40,834.07	202932703
Magnolia Science Academy Bell	472		1.60		1.60	18%	980,017.69	81,668.14	203705041
MSA- San Diego	461		1.60	1.60	-	0%	-		
PTS- Santa Ana	740		1.60		1.60	18%	980,017.69	81,668.14	
TOTAL	4,013		**10.74**	**1.60**	**9.14**	**100%**	**5,598,351.08**	(x)	
	3,325								

Total 2018-19 CMO Fee to allocate	5,808,065	0.00%
Add Reserve:	200,000	0%
Subtract: Fees based with different CMO fee structure (11%)	409,713.92	SD CMO Fee - capped at 11%
Home Office Expense Allocation Base	**5,598,351.08**	**(x)**

ADA Tier Rate Table

Average Daily Attendance (in students)	Factor
100 students or less	0.03
101 to 150 students	0.07
151 to 200 students	0.12
201 to 250 students	0.30
251 to 260 students	0.60
261 to 280 students	0.80
281 to 300 students	1.00
301 to 350 students	1.15
351 to 400 students	1.30
401 to 450 students	1.45
451 students and more	1.60

School Names	2018-19 Fee	Re-allocate from MSA-5	2018-19 Fee	Allocation %	
Magnolia Science Academy	980,018	14,817	**994,835**	16.31%	
Magnolia Science Academy 2	888,141	10,751	**898,892**	14.78%	
Magnolia Science Academy 3	980,018	11,086	**991,104**	16.31%	
Magnolia Science Academy 4	73,501	4,156	**77,657**	1.22%	
Magnolia Science Academy 5	183,753	(80,500)	**103,253**	3.06%	Cannot exceed 15% of LCFF in accordance with charter
Magnolia Science Academy 6	42,876	3,576	**46,452**	0.71%	
Magnolia Science Academy 7	490,009	6,776	**496,785**	8.16%	
Magnolia Science Academy Bell	980,018	11,418	**991,436**	16.31%	
PTS- Santa Ana	980,018	17,919	**997,937**	16.31%	
MSA- San Diego	409,714		**409,714**	6.82%	Cannot exceed 11% of LCFF in accordance with charter
Total	**6,008,065.00**	-	**6,008,065**	**100.00%**	

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	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	5,511,579	6,879,059	1,367,480
Federal Revenue	1,184,438	1,178,414	(6,024)
Other State Revenues	1,363,612	1,388,951	25,339
Local Revenues	76,325	9,183	(67,143)
Fundraising and Grants	58,185	55,000	(3,185)
Total Revenue	**8,194,139**	**9,510,606**	**1,316,467**
Expenses			
Compensation and Benefits	3,559,306	4,586,369	(1,027,064)
Books and Supplies	507,274	577,771	(70,497)
Services and Other Operating Expenditures	2,940,401	3,607,813	(667,412)
Depreciation	160,174	71,472	88,701
Other Outflows	-	-	-
Total Expenses	**7,167,154**	**8,843,426**	**(1,676,271)**
Operating Income	**1,026,984**	**667,180**	**(359,804)**
Fund Balance			
Beginning Balance (Unaudited)	3,592,121	4,413,260	821,138
Audit Adjustment	(205,846)		205,846
Beginning Balance (Audited)	3,386,275	4,413,260	1,026,984
Operating Income	1,026,984	667,180	(359,804)
Ending Fund Balance	**4,413,260**	**5,080,440**	**667,180**
Total Revenue Per ADA	15,672	15,539	(133)
Total Expenses Per ADA	13,708	14,449	741
Operating Income Per ADA	1,964	1,090	(874)
Key Assumptions			
Enrollment Summary			
4-6	88	140	52
7-8	168	170	2
9-12	287	325	38
Total Enrolled	**543**	**635**	**92**
ADA %			
4-6	96.6%	95.9%	-0.7%
7-8	97.2%	97.0%	-0.2%
9-12	95.7%	96.3%	0.6%
Average ADA %	**96.3%**	**96.4%**	**0.1%**
ADA			
4-6	85.1	134.3	49.2
7-8	163.3	164.9	1.6
9-12	274.5	312.9	38.3
Total ADA	**522.9**	**612.0**	**89.2**
REVENUE			

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Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
LCFF Entitlement				
8011	Charter Schools LCFF - State Aid	3,633,281	4,740,643	1,107,362
8012	Education Protection Account Entitlement	724,761	788,145	63,384
8019	State Aid - Prior Years	36	-	(36)
8096	Charter Schools in Lieu of Property Taxes	1,153,501	1,350,271	196,770
	SUBTOTAL - LCFF Entitlement	**5,511,579**	**6,879,059**	**1,367,480**
Federal Revenue				
8181	Special Education - Entitlement	69,924	67,875	(2,049)
8220	Child Nutrition Programs	232,339	271,704	39,365
8291	Title I	234,271	213,977	(20,294)
8292	Title II	25,731	30,082	4,351
8293	Title III	68,439	64,085	(4,354)
8296	Other Federal Revenue	552,013	530,691	(21,322)
8297	PY Federal - Not Accrued	1,721	-	(1,721)
	SUBTOTAL - Federal Revenue	**1,184,438**	**1,178,414**	**(6,024)**
Other State Revenue				
8319	Other State Apportionments - Prior Years	11,598	-	(11,598)
8381	Special Education - Entitlement (State)	268,745	319,485	50,740
8382	Special Education Reimbursements (State) - MH	7,415	7,415	-
8520	Child Nutrition - State	19,443	22,737	3,294
8545	School Facilities Apportionments	525,621	615,284	89,663
8550	Mandated Cost Reimbursements	92,754	195,780	103,026
8560	State Lottery Revenue	101,433	118,736	17,303
8593	Prop 39 Clean Energy	227,090	-	(227,090)
8596	ASES	109,513	109,513	-
	SUBTOTAL - Other State Revenue	**1,363,612**	**1,388,951**	**25,339**
Local Revenue				
8634	Food Service Sales	7,852	9,183	1,330
8682	Summer Program	38,473	-	(38,473)
8690	Other Local Revenue	30,000	-	(30,000)
8910	Contributions from Unrestricted Resource (0000-0)	0	0	-
	SUBTOTAL - Local Revenue	**76,325**	**9,183**	**(67,143)**
Fundraising and Grants				
8802	Donations - Private	14,098	10,913	(3,185)
8803	Fundraising	44,087	44,087	-
	SUBTOTAL - Fundraising and Grants	**58,185**	**55,000**	**(3,185)**
TOTAL REVENUE		**8,194,139**	**9,510,606**	**1,316,467**
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	1,821,908	2,234,641	(412,734)
1300	Certificated Supervisor & Administrator Salaries	448,112	554,247	(106,135)
	SUBTOTAL - Certificated Salaries	**2,270,020**	**2,788,888**	**(518,869)**

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		Year 1 2017-18	Year 2 2018-19	Variance
Classified Salaries				
2400	Classified Clerical & Office Salaries	139,360	191,328	(51,968)
2900	Classified Other Salaries	277,242	418,677	(141,435)
	SUBTOTAL - Classified Salaries	**416,602**	**610,005**	**(193,403)**
Employee Benefits				
3100	STRS	313,471	421,268	(107,797)
3200	PERS	64,702	110,179	(45,477)
3300	OASDI-Medicare-Alternative	70,840	99,582	(28,741)
3400	Health & Welfare Benefits	366,837	493,740	(126,903)
3500	Unemployment Insurance	26,583	24,436	2,147
3600	Workers Comp Insurance	30,251	38,272	(8,020)
	SUBTOTAL - Employee Benefits	**872,684**	**1,187,476**	**(314,792)**
Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	-	10,000	(10,000)
4200	Books & Other Reference Materials	10,000	15,000	(5,000)
4315	Custodial Supplies	20,000	30,000	(10,000)
4320	Educational Software	57,711	51,130	6,581
4325	Instructional Materials & Supplies	55,648	75,000	(19,352)
4326	Art & Music Supplies	6,000	15,000	(9,000)
4330	Office Supplies	8,158	10,000	(1,842)
4335	PE Supplies	700	5,000	(4,300)
4345	Non Instructional Student Materials & Supplies	10,000	15,000	(5,000)
4346	Teacher Supplies	5,000	10,000	(5,000)
4361	PY Supplies Expenses (not accrued)	2,650	-	2,650
4410	Classroom Furniture, Equipment & Supplies	1,310	-	1,310
4420	Computers (individual items less than $5k)	15,500	15,000	500
4430	Non Classroom Related Furniture, Equipment & Supplies	20,000	20,600	(600)
4710	Student Food Services	285,597	294,005	(8,408)
4720	Other Food	9,000	12,036	(3,036)
	SUBTOTAL - Books and Supplies	**507,274**	**577,771**	**(70,497)**
Services & Other Operating Expenses				
5210	Conference Fees	17,500	15,000	2,500
5215	Travel - Mileage, Parking, Tolls	3,000	5,000	(2,000)
5220	Travel and Lodging	1,000	2,000	(1,000)
5300	Dues & Memberships	7,500	10,688	(3,188)
5450	Insurance - Other	30,408	33,449	(3,041)
5500	Operations & Housekeeping	50,000	75,000	(25,000)
5510	Utilities - Gas and Electric	60,000	100,000	(40,000)
5605	Equipment Leases	21,704	29,025	(7,321)
5610	Rent	827,844	1,387,132	(559,288)
5615	Repairs and Maintenance - Building	42,500	66,865	(24,365)
5617	Repairs and Maintenance - Other Equipment	2,000	2,675	(675)
5803	Accounting Fees	10,281	13,749	(3,468)
5809	Banking Fees	1,500	2,006	(506)
5813	School Programs - After School Program	109,513	109,513	-
5814	School Programs - Academic Competitions	10,000	15,000	(5,000)
5819	School Programs - Other	36,287	35,000	1,287
5820	Consultants - Non Instructional	15,421	116,809	(101,388)
5822	Other Professional Services	112,893	116,639	(3,746)
5824	District Oversight Fees	55,116	68,791	(13,675)

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		Year 1 2017-18	Year 2 2018-19	Variance
5830	Field Trips Expenses	25,000	30,000	(5,000)
5833	Fines and Penalties	303	312	(9)
5843	Interest - Loans Less than 1 Year	45,500	-	45,500
5845	Legal Fees	15,000	20,059	(5,059)
5851	Marketing and Student Recruiting	15,000	15,059	(59)
5857	Payroll Fees	25,000	25,750	(750)
5858	CMO Fees Expense	1,077,245	994,835	82,410
5861	Prior Yr Exp (not accrued)	6,296	-	6,296
5863	Professional Development	30,000	20,000	10,000
5864	Professional Development - Tuition Reimbursement	52,250	58,000	(5,750)
5869	Special Education Contract Instructors	82,000	109,658	(27,658)
5872	Special Education Encroachment	15,980	15,494	486
5884	Substitutes	30,000	30,900	(900)
5887	Technology Services	79,812	63,405	16,407
5898	Bad Debt Expense	2,559	-	2,559
5899	Miscellaneous Operating Expenses	0	-	0
5900	Communications	14,989	5,000	9,989
5915	Postage and Delivery	9,000	15,000	(6,000)
	SUBTOTAL - Services & Other Operating Exp.	**2,940,401**	**3,607,813**	**(667,412)**
Depreciation Expense				
6900	Depreciation	160,174	71,472	88,701
	SUBTOTAL - Depreciation Expense	**160,174**	**71,472**	**88,701**
Other Outflows				-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**7,167,154**	**8,843,426**	**(1,676,271)**

MSA-2
2017-18
Apr MR Forecast

	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	4,480,488	4,916,902	436,414
Federal Revenue	530,459	499,381	(31,078)
Other State Revenues	680,764	539,656	(141,108)
Local Revenues	40,006	6,206	(33,799)
Fundraising and Grants	30,051	27,137	(2,914)
Total Revenue	**5,761,767**	**5,989,282**	**227,515**
Expenses			
Compensation and Benefits	3,097,362	3,583,593	(486,231)
Books and Supplies	402,394	426,947	(24,553)
Services and Other Operating Expenditures	1,963,485	1,749,843	213,641
Depreciation	51,413	69,484	(18,071)
Other Outflows	-	-	-
Total Expenses	**5,514,654**	**5,829,868**	**(315,214)**
Operating Income	**247,113**	**159,414**	**(87,699)**
Fund Balance			
Beginning Balance (Unaudited)	986,884	1,144,199	157,315
Audit Adjustment	(89,798)		89,798
Beginning Balance (Audited)	897,086	1,144,199	247,113
Operating Income	247,113	159,414	(87,699)
Ending Fund Balance	**1,144,199**	**1,303,613**	**159,414**
Total Revenue Per ADA	13,069	13,487	418
Total Expenses Per ADA	12,508	13,128	620
Operating Income Per ADA	560	359	(202)
Key Assumptions			
Enrollment Summary			
4-6	100	95	(5)
7-8	178	170	(8)
9-12	192	200	8
Total Enrolled	**470**	**465**	**(5)**
ADA %			
4-6	94.5%	95.5%	1.0%
7-8	94.4%	95.5%	1.1%
9-12	92.9%	95.5%	2.6%
Average ADA %	**93.8%**	**95.5%**	**1.7%**
ADA			
4-6	94.5	90.7	(3.8)
7-8	168.0	162.4	(5.7)
9-12	178.4	191.0	12.6
Total ADA	**440.9**	**444.1**	**3.2**
REVENUE			

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2017-18
Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
LCFF Entitlement				
8011	Charter Schools LCFF - State Aid	2,910,234	3,378,044	467,810
8012	Education Protection Account Entitlement	597,562	559,149	(38,413)
8019	State Aid - Prior Years	32	-	(32)
8096	Charter Schools in Lieu of Property Taxes	972,661	979,709	7,049
	SUBTOTAL - LCFF Entitlement	**4,480,488**	**4,916,902**	**436,414**
Federal Revenue				
8181	Special Education - Entitlement	59,197	58,875	(322)
8220	Child Nutrition Programs	204,441	202,266	(2,175)
8291	Title I	213,458	192,160	(21,298)
8292	Title II	22,753	22,441	(312)
8296	Other Federal Revenue	30,610	23,639	(6,972)
	SUBTOTAL - Federal Revenue	**530,459**	**499,381**	**(31,078)**
Other State Revenue				
8319	Other State Apportionments - Prior Years	14,130	-	(14,130)
8381	Special Education - Entitlement (State)	226,612	231,807	5,195
8382	Special Education Reimbursements (State) - MH	38,277	38,277	-
8520	Child Nutrition - State	20,081	19,867	(214)
8550	Mandated Cost Reimbursements	75,611	163,554	87,943
8560	State Lottery Revenue	85,531	86,151	620
8593	Prop 39 Clean Energy	220,522	-	(220,522)
	SUBTOTAL - Other State Revenue	**680,764**	**539,656**	**(141,108)**
Local Revenue				
8634	Food Service Sales	3,242	3,208	(34)
8682	Summer Program	33,765	-	(33,765)
8690	Other Local Revenue	2,999	2,999	-
8910	Contributions from Unrestricted Resource (0000-0)	0	0	-
	SUBTOTAL - Local Revenue	**40,006**	**6,206**	**(33,799)**
Fundraising and Grants				
8802	Donations - Private	2,914	-	(2,914)
8803	Fundraising	27,137	27,137	-
	SUBTOTAL - Fundraising and Grants	**30,051**	**27,137**	**(2,914)**
TOTAL REVENUE		**5,761,767**	**5,989,282**	**227,515**
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	1,559,327	1,740,983	(181,656)
1300	Certificated Supervisor & Administrator Salaries	327,184	425,320	(98,136)
	SUBTOTAL - Certificated Salaries	**1,886,511**	**2,166,303**	**(279,792)**
Classified Salaries				
2400	Classified Clerical & Office Salaries	152,913	167,840	(14,927)
2900	Classified Other Salaries	226,733	270,766	(44,033)
	SUBTOTAL - Classified Salaries	**379,646**	**438,606**	**(58,960)**

MSA-2
2017-18
Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
Employee Benefits				
3100	STRS	264,192	330,913	(66,721)
3200	PERS	58,963	79,221	(20,258)
3300	OASDI-Medicare-Alternative	59,848	73,252	(13,404)
3400	Health & Welfare Benefits	420,974	464,124	(43,150)
3500	Unemployment Insurance	1,411	1,533	(123)
3600	Workers Comp Insurance	25,517	29,331	(3,814)
3900	Other Employee Benefits	301	310	(9)
	SUBTOTAL - Employee Benefits	**831,205**	**978,684**	**(147,479)**
Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	20,000	25,000	(5,000)
4200	Books & Other Reference Materials	-	5,000	(5,000)
4320	Educational Software	44,321	57,982	(13,661)
4325	Instructional Materials & Supplies	27,034	30,000	(2,966)
4330	Office Supplies	6,335	10,000	(3,665)
4335	PE Supplies	1,299	-	1,299
4345	Non Instructional Student Materials & Supplies	6,837	10,000	(3,163)
4361	PY Supplies Expenses (not accrued)	1,921	-	1,921
4400	Noncapitalized Equipment	15,000	-	15,000
4410	Classroom Furniture, Equipment & Supplies	7,000	10,000	(3,000)
4420	Computers (individual items less than $5k)	10,000	15,625	(5,625)
4430	Non Classroom Related Furniture, Equipment & Supplies	6,000	6,000	-
4710	Student Food Services	248,648	247,340	1,307
4720	Other Food	8,000	10,000	(2,000)
	SUBTOTAL - Books and Supplies	**402,394**	**426,947**	**(24,553)**
Services & Other Operating Expenses				
5210	Conference Fees	6,000	6,000	-
5215	Travel - Mileage, Parking, Tolls	2,500	2,500	-
5300	Dues & Memberships	6,000	6,000	-
5450	Insurance - Other	25,224	27,746	(2,522)
5500	Operations & Housekeeping	17,000	17,510	(510)
5605	Equipment Leases	16,390	20,000	(3,610)
5610	Rent	-	11,000	(11,000)
5611	Prop 39 Related Costs	149,352	153,833	(4,481)
5615	Repairs and Maintenance - Building	20,145	20,749	(604)
5617	Repairs and Maintenance - Other Equipment	5,000	8,000	(3,000)
5803	Accounting Fees	8,000	10,000	(2,000)
5809	Banking Fees	1,030	1,500	(470)
5813	School Programs - After School Program	8,780	2,000	6,780
5814	School Programs - Academic Competitions	16,306	12,000	4,306
5819	School Programs - Other	16,180	10,000	6,180
5820	Consultants - Non Instructional	18,000	23,405	(5,405)
5822	Other Professional Services	49,044	45,215	3,829
5824	District Oversight Fees	44,805	49,169	(4,364)
5830	Field Trips Expenses	13,600	20,000	(6,400)
5833	Fines and Penalties	3,003	-	3,003
5845	Legal Fees	20,000	20,000	-
5851	Marketing and Student Recruiting	19,000	20,000	(1,000)
5857	Payroll Fees	20,660	21,000	(340)
5858	CMO Fees Expense	1,077,245	898,892	178,353

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2017-18
Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
5861	Prior Yr Exp (not accrued)	919	-	919
5863	Professional Development	12,000	11,442	558
5864	Professional Development - Tuition Reimbursement	45,500	75,500	(30,000)
5869	Special Education Contract Instructors	120,000	120,000	-
5872	Special Education Encroachment	11,777	12,147	(370)
5884	Substitutes	117,388	76,000	41,388
5887	Technology Services	62,858	36,600	26,258
5898	Bad Debt Expense	(1)	-	(1)
5900	Communications	23,000	4,635	18,365
5915	Postage and Delivery	6,781	7,000	(219)
	SUBTOTAL - Services & Other Operating Exp.	**1,963,485**	**1,749,843**	**213,641**
Depreciation Expense				
6900	Depreciation	51,413	69,484	(18,071)
	SUBTOTAL - Depreciation Expense	**51,413**	**69,484**	**(18,071)**
Other Outflows				-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**5,514,654**	**5,829,868**	**(315,214)**

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2017-18
Apr MR Forecast

	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	4,465,612	4,907,330	441,718
Federal Revenue	499,769	473,722	(26,047)
Other State Revenues	785,415	656,426	(128,989)
Local Revenues	58,266	32,844	(25,422)
Fundraising and Grants	27,058	26,028	(1,030)
Total Revenue	**5,836,121**	**6,096,349**	**260,229**
Expenses			
Compensation and Benefits	2,844,938	3,399,988	(555,050)
Books and Supplies	389,259	386,564	2,695
Services and Other Operating Expenditures	2,146,320	2,141,739	4,581
Depreciation	20,723	63,804	(43,081)
Other Outflows	-	-	-
Total Expenses	**5,401,240**	**5,992,096**	**(590,856)**
Operating Income	**434,880**	**104,253**	**(330,627)**
Fund Balance			
Beginning Balance (Unaudited)	659,803	1,066,841	407,038
Audit Adjustment	(27,842)		27,842
Beginning Balance (Audited)	631,961	1,066,841	434,880
Operating Income	434,880	104,253	(330,627)
Ending Fund Balance	**1,066,841**	**1,171,095**	**104,253**
Total Revenue Per ADA	13,219	13,313	94
Total Expenses Per ADA	12,234	13,085	851
Operating Income Per ADA	985	228	(757)
Key Assumptions			
Enrollment Summary			
4-6	88	100	12
7-8	178	200	22
9-12	195	185	(10)
Total Enrolled	**461**	**485**	**24**
ADA %			
4-6	96.6%	95.0%	-1.6%
7-8	95.9%	95.0%	-0.9%
9-12	95.3%	93.5%	-1.8%
Average ADA %	**95.8%**	**94.4%**	**-1.4%**
ADA			
4-6	85.0	95.0	10.0
7-8	170.7	190.0	19.3
9-12	185.7	172.9	(12.8)
Total ADA	**441.5**	**457.9**	**16.4**

REVENUE

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Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
LCFF Entitlement				
8011	Charter Schools LCFF - State Aid	2,897,252	3,324,404	427,152
8012	Education Protection Account Entitlement	594,301	572,645	(21,656)
8019	State Aid - Prior Years	31	-	(31)
8096	Charter Schools in Lieu of Property Taxes	974,028	1,010,281	36,253
	SUBTOTAL - LCFF Entitlement	**4,465,612**	**4,907,330**	**441,718**
Federal Revenue				
8181	Special Education - Entitlement	59,455	56,875	(2,580)
8220	Child Nutrition Programs	222,790	210,830	(11,961)
8291	Title I	173,243	160,757	(12,486)
8292	Title II	20,287	21,622	1,335
8296	Other Federal Revenue	22,200	23,639	1,439
8297	PY Federal - Not Accrued	1,794	-	(1,794)
	SUBTOTAL - Federal Revenue	**499,769**	**473,722**	**(26,047)**
Other State Revenue				
8319	Other State Apportionments - Prior Years	11,313	-	(11,313)
8381	Special Education - Entitlement (State)	226,931	239,041	12,110
8382	Special Education Reimbursements (State) - MH	31,680	31,680	-
8520	Child Nutrition - State	20,725	19,643	(1,083)
8550	Mandated Cost Reimbursements	75,486	163,990	88,504
8560	State Lottery Revenue	85,651	88,839	3,188
8593	Prop 39 Clean Energy	220,395	-	(220,395)
8596	ASES	113,234	113,234	-
	SUBTOTAL - Other State Revenue	**785,415**	**656,426**	**(128,989)**
Local Revenue				
8634	Food Service Sales	4,270	4,270	-
8682	Summer Program	25,422	-	(25,422)
8690	Other Local Revenue	4,450	4,450	-
8693	Field Trips	18,100	18,100	-
8699	All Other Local Revenue	6,024	6,024	-
8910	Contributions from Unrestricted Resource (0000-0)	0	0	-
	SUBTOTAL - Local Revenue	**58,266**	**32,844**	**(25,422)**
Fundraising and Grants				
8802	Donations - Private	1,030	-	(1,030)
8803	Fundraising	26,028	26,028	-
	SUBTOTAL - Fundraising and Grants	**27,058**	**26,028**	**(1,030)**
TOTAL REVENUE		**5,836,121**	**6,096,349**	**260,229**
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	1,277,031	1,681,876	(404,845)
1300	Certificated Supervisor & Administrator Salaries	313,652	336,472	(22,820)
	SUBTOTAL - Certificated Salaries	**1,590,683**	**2,018,348**	**(427,664)**

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		Year 1 2017-18	Year 2 2018-19	Variance
Classified Salaries				
2400	Classified Clerical & Office Salaries	194,236	164,833	29,403
2900	Classified Other Salaries	360,809	328,215	32,594
	SUBTOTAL - Classified Salaries	**555,045**	**493,048**	**61,997**
Employee Benefits				
3100	STRS	218,744	308,115	(89,371)
3200	PERS	85,684	89,054	(3,370)
3300	OASDI-Medicare-Alternative	70,162	74,781	(4,618)
3400	Health & Welfare Benefits	296,922	386,892	(89,970)
3500	Unemployment Insurance	1,355	1,473	(117)
3600	Workers Comp Insurance	24,161	28,278	(4,117)
3900	Other Employee Benefits	2,180	-	2,180
	SUBTOTAL - Employee Benefits	**699,210**	**888,593**	**(189,383)**
Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	20,000	25,000	(5,000)
4200	Books & Other Reference Materials	3,500	4,000	(500)
4315	Custodial Supplies	300	300	-
4320	Educational Software	42,963	54,310	(11,347)
4325	Instructional Materials & Supplies	25,981	26,500	(519)
4326	Art & Music Supplies	5,000	1,500	3,500
4330	Office Supplies	11,948	11,000	948
4335	PE Supplies	1,000	2,000	(1,000)
4340	Professional Development Supplies	250	500	(250)
4345	Non Instructional Student Materials & Supplies	6,000	7,000	(1,000)
4346	Teacher Supplies	-	1,000	(1,000)
4350	Uniforms	3,653	500	3,153
4400	Noncapitalized Equipment	18,000	7,120	10,880
4410	Classroom Furniture, Equipment & Supplies	5,200	-	5,200
4420	Computers (individual items less than $5k)	9,400	6,602	2,798
4430	Non Classroom Related Furniture, Equipment & Supplies	3,800	-	3,800
4710	Student Food Services	224,264	230,992	(6,728)
4720	Other Food	8,000	8,240	(240)
	SUBTOTAL - Books and Supplies	**389,259**	**386,564**	**2,695**
Services & Other Operating Expenses				
5200	Travel & Conferences	138	-	138
5210	Conference Fees	2,862	-	2,862
5215	Travel - Mileage, Parking, Tolls	4,120	2,244	1,876
5220	Travel and Lodging	500	515	(15)
5300	Dues & Memberships	10,000	10,300	(300)
5450	Insurance - Other	25,280	27,808	(2,528)
5500	Operations & Housekeeping	5,000	5,150	(150)
5605	Equipment Leases	15,600	16,068	(468)
5611	Prop 39 Related Costs	290,380	405,200	(114,820)
5615	Repairs and Maintenance - Building	10,500	10,815	(315)
5617	Repairs and Maintenance - Other Equipment	3,000	3,090	(90)
5803	Accounting Fees	10,013	10,313	(300)
5809	Banking Fees	500	515	(15)
5813	School Programs - After School Program	113,234	113,234	-
5814	School Programs - Academic Competitions	800	2,000	(1,200)
5819	School Programs - Other	20,000	20,000	-

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		Year 1 2017-18	Year 2 2018-19	Variance
5820	Consultants - Non Instructional	15,000	15,450	(450)
5822	Other Professional Services	129,152	84,605	44,547
5824	District Oversight Fees	44,656	49,073	(4,417)
5830	Field Trips Expenses	35,300	20,000	15,300
5833	Fines and Penalties	1,516	-	1,516
5845	Legal Fees	25,000	35,000	(10,000)
5851	Marketing and Student Recruiting	15,450	10,000	5,450
5857	Payroll Fees	24,720	25,714	(994)
5858	CMO Fees Expense	976,253	991,104	(14,851)
5861	Prior Yr Exp (not accrued)	57,385	-	57,385
5863	Professional Development	9,875	15,000	(5,125)
5864	Professional Development - Tuition Reimbursement	11,000	30,000	(19,000)
5869	Special Education Contract Instructors	60,255	82,663	(22,408)
5872	Special Education Encroachment	11,296	11,720	(424)
5875	Staff Recruiting	300	309	(9)
5884	Substitutes	125,000	77,000	48,000
5887	Technology Services	75,867	49,991	25,876
5900	Communications	9,672	9,962	(290)
5915	Postage and Delivery	6,695	6,896	(201)
	SUBTOTAL - Services & Other Operating Exp.	**2,146,320**	**2,141,739**	**4,581**
Depreciation Expense				
6900	Depreciation	20,723	63,804	(43,081)
	SUBTOTAL - Depreciation Expense	**20,723**	**63,804**	**(43,081)**
Other Outflows				-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**5,401,240**	**5,992,096**	**(590,856)**

MSA-4
2017-18
Apr MR Forecast

	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	1,716,446	1,920,178	203,732
Federal Revenue	241,824	155,404	(86,420)
Other State Revenues	374,533	197,847	(176,686)
Local Revenues	26,946	1,487	(25,459)
Fundraising and Grants	6,926	5,910	(1,017)
Total Revenue	**2,366,674**	**2,280,825**	**(85,849)**
Expenses			
Compensation and Benefits	1,110,255	1,374,372	(264,117)
Books and Supplies	176,221	143,475	32,747
Services and Other Operating Expenditures	839,371	823,405	15,966
Depreciation	15,656	19,312	(3,656)
Other Outflows	-	-	-
Total Expenses	**2,141,504**	**2,360,563**	**(219,060)**
Operating Income	**225,171**	**(79,738)**	**(304,908)**
Fund Balance			
Beginning Balance (Unaudited)	917,537	1,255,330	337,793
Audit Adjustment	112,622		(112,622)
Beginning Balance (Audited)	1,030,159	1,255,330	225,171
Operating Income	225,171	(79,738)	(304,908)
Ending Fund Balance	**1,255,330**	**1,175,592**	**(79,738)**
Total Revenue Per ADA	14,098	13,287	(811)
Total Expenses Per ADA	12,757	13,751	994
Operating Income Per ADA	1,341	(465)	(1,806)
Key Assumptions			
Enrollment Summary			
4-6	4	6	2
7-8	43	35	(8)
9-12	129	140	11
Total Enrolled	**176**	**181**	**5**
ADA %			
4-6	94.3%	91.6%	-2.7%
7-8	97.0%	97.0%	0.0%
9-12	94.9%	94.4%	-0.4%
Average ADA %	**95.4%**	**94.8%**	**-0.5%**
ADA			
4-6	3.8	5.5	1.7
7-8	41.7	34.0	(7.8)
9-12	122.4	132.2	9.8
Total ADA	**167.9**	**171.7**	**3.8**
REVENUE			

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2017-18
Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
LCFF Entitlement				
8011	Charter Schools LCFF - State Aid	1,110,783	1,317,941	207,158
8012	Education Protection Account Entitlement	235,298	223,524	(11,775)
8019	State Aid - Prior Years	13	-	(13)
8096	Charter Schools in Lieu of Property Taxes	370,351	378,713	8,362
	SUBTOTAL - LCFF Entitlement	**1,716,446**	**1,920,178**	**203,732**
Federal Revenue				
8181	Special Education - Entitlement	32,864	33,606	742
8220	Child Nutrition Programs	34,703	35,688	986
8291	Title I	59,935	54,743	(5,192)
8292	Title II	7,490	7,728	238
8296	Other Federal Revenue	100,072	23,639	(76,434)
8297	PY Federal - Not Accrued	271	-	(271)
8299	All Other Federal Revenue	6,489	-	(6,489)
	SUBTOTAL - Federal Revenue	**241,824**	**155,404**	**(86,420)**
Other State Revenue				
8319	Other State Apportionments - Prior Years	852	-	(852)
8381	Special Education - Entitlement (State)	96,048	98,217	2,169
8520	Child Nutrition - State	2,412	2,481	69
8550	Mandated Cost Reimbursements	33,780	63,847	30,067
8560	State Lottery Revenue	32,567	33,302	735
8593	Prop 39 Clean Energy	208,873	-	(208,873)
	SUBTOTAL - Other State Revenue	**374,533**	**197,847**	**(176,686)**
Local Revenue				
8634	Food Service Sales	1,487	1,487	-
8682	Summer Program	17,852	-	(17,852)
8690	Other Local Revenue	1,017	-	(1,017)
8715	Option 3	6,590	-	(6,590)
8910	Contributions from Unrestricted Resource (0000-0)	0	0	-
	SUBTOTAL - Local Revenue	**26,946**	**1,487**	**(25,459)**
Fundraising and Grants				
8802	Donations - Private	1,017	-	(1,017)
8803	Fundraising	5,910	5,910	-
	SUBTOTAL - Fundraising and Grants	**6,926**	**5,910**	**(1,017)**
TOTAL REVENUE		**2,366,674**	**2,280,825**	**(85,849)**
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	559,835	776,333	(216,498)
1300	Certificated Supervisor & Administrator Salaries	182,521	173,512	9,009
	SUBTOTAL - Certificated Salaries	**742,356**	**949,845**	**(207,489)**
Classified Salaries				
2400	Classified Clerical & Office Salaries	76,201	41,998	34,203

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Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
2900	Classified Other Salaries	24,066	27,783	(3,717)
	SUBTOTAL - Classified Salaries	**100,267**	**69,781**	**30,486**
	Employee Benefits			
3100	STRS	103,336	147,744	(44,408)
3200	PERS	15,572	12,604	2,969
3300	OASDI-Medicare-Alternative	20,061	21,735	(1,674)
3400	Health & Welfare Benefits	118,450	160,358	(41,909)
3500	Unemployment Insurance	522	615	(93)
3600	Workers Comp Insurance	9,488	11,481	(1,993)
3900	Other Employee Benefits	203	209	(6)
	SUBTOTAL - Employee Benefits	**267,632**	**354,746**	**(87,114)**
	Books & Supplies			
4100	Approved Textbooks & Core Curricula Materials	13,000	17,118	(4,118)
4320	Educational Software	26,480	33,228	(6,748)
4325	Instructional Materials & Supplies	30,563	25,000	5,563
4326	Art & Music Supplies	25	-	25
4330	Office Supplies	14,724	11,000	3,724
4335	PE Supplies	5,000	1,000	4,000
4345	Non Instructional Student Materials & Supplies	9,000	5,000	4,000
4410	Classroom Furniture, Equipment & Supplies	25,000	-	25,000
4700	Food	1,000	1,000	-
4710	Student Food Services	46,430	49,129	(2,699)
4720	Other Food	5,000	1,000	4,000
	SUBTOTAL - Books and Supplies	**176,221**	**143,475**	**32,747**
	Services & Other Operating Expenses			
5200	Travel & Conferences	3,570	2,000	1,570
5210	Conference Fees	5,150	2,000	3,150
5215	Travel - Mileage, Parking, Tolls	550	-	550
5300	Dues & Memberships	4,434	4,567	(133)
5450	Insurance - Other	10,248	11,273	(1,025)
5500	Operations & Housekeeping	498	656	(158)
5605	Equipment Leases	21,489	22,134	(645)
5611	Prop 39 Related Costs	131,925	172,340	(40,415)
5615	Repairs and Maintenance - Building	2,000	2,000	-
5617	Repairs and Maintenance - Other Equipment	5,000	5,000	-
5803	Accounting Fees	8,240	10,850	(2,610)
5809	Banking Fees	530	546	(16)
5813	School Programs - After School Program	2,060	1,000	1,060
5814	School Programs - Academic Competitions	3,353	5,000	(1,647)
5819	School Programs - Other	3,192	1,000	2,192
5820	Consultants - Non Instructional	9,802	11,596	(1,794)
5822	Other Professional Services	100,674	91,913	8,761
5824	District Oversight Fees	17,164	19,202	(2,037)
5830	Field Trips Expenses	10,000	5,000	5,000
5833	Fines and Penalties	544	-	544
5845	Legal Fees	25,000	25,000	-
5851	Marketing and Student Recruiting	6,565	10,000	(3,435)
5857	Payroll Fees	9,888	10,044	(156)
5858	CMO Fees Expense	80,793	77,657	3,136
5861	Prior Yr Exp (not accrued)	489	-	489

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		Year 1 2017-18	Year 2 2018-19	Variance
5863	Professional Development	25,620	29,865	(4,245)
5864	Professional Development - Tuition Reimbursement	25,000	20,000	5,000
5869	Special Education Contract Instructors	89,610	94,920	(5,310)
5872	Special Education Encroachment	25,782	26,365	(582)
5884	Substitutes	74,644	34,705	39,939
5887	Technology Services	67,176	55,750	11,426
5893	Transportation - Student	62,000	63,860	(1,860)
5898	Bad Debt Expense	1	-	1
5900	Communications	4,320	4,450	(130)
5915	Postage and Delivery	2,060	2,713	(653)
	SUBTOTAL - Services & Other Operating Exp.	**839,371**	**823,405**	**15,966**
Depreciation Expense				
6900	Depreciation	15,656	19,312	(3,656)
	SUBTOTAL - Depreciation Expense	**15,656**	**19,312**	**(3,656)**
Other Outflows				-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**2,141,504**	**2,360,563**	**(219,060)**

MSA-5
2017-18
Apr MR Forecast

	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	1,930,914	2,431,167	500,253
Federal Revenue	247,385	156,069	(91,315)
Other State Revenues	421,755	263,878	(157,877)
Local Revenues	154,604	0	(154,604)
Fundraising and Grants	2,017	1,000	(1,017)
Total Revenue	**2,756,674**	**2,852,114**	**95,440**
Expenses			
Compensation and Benefits	1,441,167	1,849,098	(407,931)
Books and Supplies	284,646	238,640	46,005
Services and Other Operating Expenditures	709,404	740,740	(31,336)
Depreciation	18,908	17,579	1,329
Other Outflows	-	-	-
Total Expenses	**2,454,125**	**2,846,058**	**(391,932)**
Operating Income	**302,549**	**6,057**	**(296,492)**
Fund Balance			
Beginning Balance (Unaudited)	1,212,490	1,678,106	465,616
Audit Adjustment	163,067		(163,067)
Beginning Balance (Audited)	1,375,557	1,678,106	302,549
Operating Income	302,549	6,057	(296,492)
Ending Fund Balance	**1,678,106**	**1,684,162**	**6,057**
Total Revenue Per ADA	13,947	12,587	(1,360)
Total Expenses Per ADA	12,416	12,560	144
Operating Income Per ADA	1,531	27	(1,504)
Key Assumptions			
Enrollment Summary			
4-6	61	60	(1)
7-8	107	110	3
9-12	45	71	26
Total Enrolled	**213**	**241**	**28**
ADA %			
4-6	96.8%	95.1%	-1.7%
7-8	93.0%	93.7%	0.7%
9-12	87.0%	93.6%	6.6%
Average ADA %	**92.8%**	**94.0%**	**1.2%**
ADA			
4-6	59.1	57.1	(2.0)
7-8	99.5	103.1	3.6
9-12	39.2	66.5	27.3
Total ADA	**197.7**	**226.6**	**28.9**

REVENUE

MSA-5
2017-18
Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
LCFF Entitlement				
8011	Charter Schools LCFF - State Aid	1,229,332	1,648,493	419,161
8012	Education Protection Account Entitlement	265,498	282,755	17,257
8019	State Aid - Prior Years	10	-	(10)
8096	Charter Schools in Lieu of Property Taxes	436,074	499,919	63,846
	SUBTOTAL - LCFF Entitlement	**1,930,914**	**2,431,167**	**500,253**
Federal Revenue				
8181	Special Education - Entitlement	38,696	26,250	(12,446)
8291	Title I	97,455	86,960	(10,495)
8292	Title II	8,546	9,787	1,241
8296	Other Federal Revenue	96,497	33,072	(63,425)
8299	All Other Federal Revenue	6,191	-	(6,191)
	SUBTOTAL - Federal Revenue	**247,385**	**156,069**	**(91,315)**
Other State Revenue				
8319	Other State Apportionments - Prior Years	3,444	-	(3,444)
8381	Special Education - Entitlement (State)	113,093	118,285	5,192
8550	Mandated Cost Reimbursements	29,163	72,149	42,986
8560	State Lottery Revenue	38,346	43,960	5,614
8593	Prop 39 Clean Energy	208,225	-	(208,225)
8596	ASES	29,484	29,484	-
	SUBTOTAL - Other State Revenue	**421,755**	**263,878**	**(157,877)**
Local Revenue				
8682	Summer Program	17,880	-	(17,880)
8690	Other Local Revenue	1,017	-	(1,017)
8714	SpEd Option 3	119,000	-	(119,000)
8715	Option 3	16,708	-	(16,708)
8910	Contributions from Unrestricted Resource (0000-0)	0	0	-
	SUBTOTAL - Local Revenue	**154,604**	**0**	**(154,604)**
Fundraising and Grants				
8802	Donations - Private	1,017	-	(1,017)
8803	Fundraising	1,000	1,000	-
	SUBTOTAL - Fundraising and Grants	**2,017**	**1,000**	**(1,017)**
TOTAL REVENUE		**2,756,674**	**2,852,114**	**95,440**
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	715,522	982,993	(267,471)
1300	Certificated Supervisor & Administrator Salaries	198,000	188,680	9,320
	SUBTOTAL - Certificated Salaries	**913,522**	**1,171,673**	**(258,151)**
Classified Salaries				
2400	Classified Clerical & Office Salaries	82,848	86,990	(4,142)
2900	Classified Other Salaries	44,162	93,281	(49,120)
	SUBTOTAL - Classified Salaries	**127,010**	**180,271**	**(53,262)**

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		Year 1 2017-18	Year 2 2018-19	Variance
Employee Benefits				
3100	STRS	126,191	180,567	(54,376)
3200	PERS	19,726	28,226	(8,500)
3300	OASDI-Medicare-Alternative	25,381	34,657	(9,276)
3400	Health & Welfare Benefits	215,568	237,664	(22,096)
3500	Unemployment Insurance	657	816	(159)
3600	Workers Comp Insurance	11,716	15,223	(3,507)
3900	Other Employee Benefits	1,395	-	1,395
	SUBTOTAL - Employee Benefits	**400,635**	**497,154**	**(96,518)**
Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	18,220	20,000	(1,780)
4200	Books & Other Reference Materials	5,500	5,000	500
4315	Custodial Supplies	1,000	1,000	-
4320	Educational Software	50,000	43,865	6,135
4325	Instructional Materials & Supplies	45,536	13,446	32,090
4326	Art & Music Supplies	2,000	-	2,000
4330	Office Supplies	10,000	12,500	(2,500)
4335	PE Supplies	2,000	-	2,000
4345	Non Instructional Student Materials & Supplies	5,000	2,000	3,000
4350	Uniforms	3,150	-	3,150
4351	Yearbook	1,500	-	1,500
4400	Noncapitalized Equipment	10,999	11,329	(330)
4410	Classroom Furniture, Equipment & Supplies	2,500	2,500	-
4420	Computers (individual items less than $5k)	6,061	5,000	1,061
4430	Non Classroom Related Furniture, Equipment & Supplies	4,600	5,000	(400)
4710	Student Food Services	112,579	115,000	(2,421)
4720	Other Food	4,000	2,000	2,000
	SUBTOTAL - Books and Supplies	**284,646**	**238,640**	**46,005**
Services & Other Operating Expenses				
5200	Travel & Conferences	5,000	-	5,000
5210	Conference Fees	5,000	2,000	3,000
5215	Travel - Mileage, Parking, Tolls	1,000	1,000	-
5300	Dues & Memberships	5,000	5,000	-
5450	Insurance - Other	10,760	11,836	(1,076)
5500	Operations & Housekeeping	500	515	(15)
5605	Equipment Leases	12,791	18,432	(5,641)
5611	Prop 39 Related Costs	119,195	185,000	(65,805)
5615	Repairs and Maintenance - Building	10,000	5,000	5,000
5617	Repairs and Maintenance - Other Equipment	3,470	5,000	(1,530)
5803	Accounting Fees	5,783	8,334	(2,551)
5809	Banking Fees	424	612	(188)
5813	School Programs - After School Program	26,867	29,484	(2,617)
5814	School Programs - Academic Competitions	2,000	5,000	(3,000)
5819	School Programs - Other	3,008	3,600	(592)
5820	Consultants - Non Instructional	30,000	24,720	5,280
5822	Other Professional Services	56,301	12,728	43,573
5824	District Oversight Fees	19,309	24,292	(4,983)
5830	Field Trips Expenses	10,000	10,000	-
5833	Fines and Penalties	877	-	877
5845	Legal Fees	25,000	5,000	20,000

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		Year 1 2017-18	Year 2 2018-19	Variance
5851	Marketing and Student Recruiting	10,000	7,500	2,500
5857	Payroll Fees	8,000	10,038	(2,038)
5858	CMO Fees Expense	80,793	103,253	(22,460)
5861	Prior Yr Exp (not accrued)	788	-	788
5863	Professional Development	37,100	10,000	27,100
5864	Professional Development - Tuition Reimbursement	22,500	20,085	2,415
5869	Special Education Contract Instructors	75,184	108,343	(33,159)
5872	Special Education Encroachment	30,779	42,998	(12,219)
5875	Staff Recruiting	2,000	-	2,000
5884	Substitutes	25,000	20,686	4,314
5887	Technology Services	58,773	53,079	5,694
5900	Communications	4,200	4,323	(123)
5915	Postage and Delivery	2,000	2,882	(882)
	SUBTOTAL - Services & Other Operating Exp.	**709,404**	**740,740**	**(31,336)**
Depreciation Expense				
6900	Depreciation	18,908	17,579	1,329
	SUBTOTAL - Depreciation Expense	**18,908**	**17,579**	**1,329**
Other Outflows				-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**2,454,125**	**2,846,058**	**(391,932)**

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Apr MR Forecast

	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	1,451,413	1,464,746	13,333
Federal Revenue	179,533	166,465	(13,067)
Other State Revenues	296,206	249,668	(46,538)
Local Revenues	8,630	0	(8,630)
Fundraising and Grants	14,749	15,000	251
Total Revenue	**1,950,531**	**1,895,880**	**(54,652)**
Expenses			
Compensation and Benefits	1,161,242	1,176,112	(14,870)
Books and Supplies	135,343	149,590	(14,247)
Services and Other Operating Expenditures	506,105	495,829	10,276
Depreciation	19,778	16,557	3,221
Other Outflows	-	-	-
Total Expenses	**1,822,469**	**1,838,089**	**(15,620)**
Operating Income	**128,063**	**57,791**	**(70,272)**
Fund Balance			
Beginning Balance (Unaudited)	1,119,974	1,386,984	267,010
Audit Adjustment	138,947		(138,947)
Beginning Balance (Audited)	1,258,921	1,386,984	128,063
Operating Income	128,063	57,791	(70,272)
Ending Fund Balance	**1,386,984**	**1,444,774**	**57,791**
Total Revenue Per ADA	12,574	12,834	259
Total Expenses Per ADA	11,749	12,442	694
Operating Income Per ADA	826	391	(434)
Key Assumptions			
Enrollment Summary			
4-6	48	40	(8)
7-8	116	112	(4)
Total Enrolled	**164**	**152**	**(12)**
ADA %			
4-6	91.7%	97.2%	5.5%
7-8	95.8%	97.2%	1.4%
Average ADA %	**94.6%**	**97.2%**	**2.6%**
ADA			
4-6	44.0	38.9	(5.2)
7-8	111.1	108.9	(2.2)
Total ADA	**155.1**	**147.7**	**(7.4)**
REVENUE			
LCFF Entitlement			
8011 Charter Schools LCFF - State Aid	910,504	963,048	52,544

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		Year 1 2017-18	Year 2 2018-19	Variance
8012	Education Protection Account Entitlement	198,687	175,782	(22,905)
8096	Charter Schools in Lieu of Property Taxes	342,223	325,916	(16,306)
	SUBTOTAL - LCFF Entitlement	**1,451,413**	**1,464,746**	**13,333**
Federal Revenue				
8181	Special Education - Entitlement	30,368	28,921	(1,447)
8220	Child Nutrition Programs	54,279	50,307	(3,972)
8291	Title I	62,038	56,664	(5,374)
8292	Title II	7,401	6,935	(466)
8296	Other Federal Revenue	25,447	23,639	(1,809)
	SUBTOTAL - Federal Revenue	**179,533**	**166,465**	**(13,067)**
Other State Revenue				
8319	Other State Apportionments - Prior Years	2,772	-	(2,772)
8381	Special Education - Entitlement (State)	88,753	84,525	(4,229)
8520	Child Nutrition - State	3,800	3,800	-
8545	School Facilities Apportionments	76,950	76,950	-
8550	Mandated Cost Reimbursements	27,942	55,735	27,793
8560	State Lottery Revenue	30,093	28,659	(1,434)
8593	Prop 39 Clean Energy	65,896	-	(65,896)
	SUBTOTAL - Other State Revenue	**296,206**	**249,668**	**(46,538)**
Local Revenue				
8690	Other Local Revenue	2,149	-	(2,149)
8715	Option 3	6,482	-	(6,482)
8910	Contributions from Unrestricted Resource (0000-0)	0	0	-
	SUBTOTAL - Local Revenue	**8,630**	**0**	**(8,630)**
Fundraising and Grants				
8802	Donations - Private	2,515	5,000	2,485
8803	Fundraising	12,234	10,000	(2,234)
	SUBTOTAL - Fundraising and Grants	**14,749**	**15,000**	**251**
TOTAL REVENUE		**1,950,531**	**1,895,880**	**(54,652)**
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	526,350	550,355	(24,005)
1300	Certificated Supervisor & Administrator Salaries	179,324	172,824	6,500
	SUBTOTAL - Certificated Salaries	**705,674**	**723,179**	**(17,505)**
Classified Salaries				
2400	Classified Clerical & Office Salaries	44,512	45,000	(488)
2900	Classified Other Salaries	95,040	66,000	29,040
	SUBTOTAL - Classified Salaries	**139,552**	**111,000**	**28,552**
Employee Benefits				
3100	STRS	98,618	110,560	(11,942)
3200	PERS	21,674	20,049	1,625
3300	OASDI-Medicare-Alternative	22,287	21,709	578

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		Year 1 2017-18	Year 2 2018-19	Variance
3400	Health & Welfare Benefits	157,651	173,810	(16,159)
3500	Unemployment Insurance	529	500	29
3600	Workers Comp Insurance	9,517	9,393	124
3900	Other Employee Benefits	5,741	5,913	(172)
	SUBTOTAL - Employee Benefits	**316,017**	**341,934**	**(25,917)**
Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	25,000	25,750	(750)
4200	Books & Other Reference Materials	1,030	1,061	(31)
4320	Educational Software	14,420	21,916	(7,496)
4325	Instructional Materials & Supplies	6,976	7,185	(209)
4330	Office Supplies	12,200	10,000	2,200
4335	PE Supplies	2,060	1,500	560
4345	Non Instructional Student Materials & Supplies	2,478	2,652	(174)
4346	Teacher Supplies	1,599	1,132	467
4350	Uniforms	-	2,000	(2,000)
4351	Yearbook	-	1,500	(1,500)
4410	Classroom Furniture, Equipment & Supplies	1,149	1,000	149
4420	Computers (individual items less than $5k)	-	4,000	(4,000)
4430	Non Classroom Related Furniture, Equipment & Supplies	3,000	2,500	500
4710	Student Food Services	63,886	65,803	(1,917)
4720	Other Food	1,545	1,591	(46)
	SUBTOTAL - Books and Supplies	**135,343**	**149,590**	**(14,247)**
Services & Other Operating Expenses				
5210	Conference Fees	632	561	71
5215	Travel - Mileage, Parking, Tolls	1,440	1,545	(105)
5220	Travel and Lodging	458	1,000	(542)
5300	Dues & Memberships	1,881	1,937	(56)
5450	Insurance - Other	9,792	10,771	(979)
5500	Operations & Housekeeping	4,120	2,000	2,120
5510	Utilities - Gas and Electric	7,700	7,931	(231)
5605	Equipment Leases	4,944	5,092	(148)
5610	Rent	114,000	114,000	-
5615	Repairs and Maintenance - Building	16,337	2,000	14,337
5803	Accounting Fees	4,635	4,774	(139)
5809	Banking Fees	103	530	(427)
5813	School Programs - After School Program	-	3,000	(3,000)
5814	School Programs - Academic Competitions	-	1,000	(1,000)
5819	School Programs - Other	3,000	10,000	(7,000)
5820	Consultants - Non Instructional	8,240	10,943	(2,703)
5822	Other Professional Services	20,193	50,703	(30,510)
5824	District Oversight Fees	14,514	15,756	(1,242)
5830	Field Trips Expenses	15,300	10,000	5,300
5833	Fines and Penalties	1,135	-	1,135
5845	Legal Fees	5,000	20,000	(15,000)
5851	Marketing and Student Recruiting	9,284	18,000	(8,716)
5857	Payroll Fees	10,403	10,844	(441)
5858	CMO Fees Expense	80,793	46,452	34,341
5861	Prior Yr Exp (not accrued)	3,400	-	3,400
5863	Professional Development	18,000	2,000	16,000
5864	Professional Development - Tuition Reimbursement	28,000	23,000	5,000
5869	Special Education Contract Instructors	35,000	36,050	(1,050)

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		Year 1 2017-18	Year 2 2018-19	Variance
5872	Special Education Encroachment	23,824	22,689	1,135
5884	Substitutes	15,000	16,000	(1,000)
5887	Technology Services	39,857	39,161	696
5898	Bad Debt Expense	0	0	(0)
5900	Communications	5,000	3,090	1,910
5915	Postage and Delivery	4,120	5,000	(880)
	SUBTOTAL - Services & Other Operating Exp.	**506,105**	**495,829**	**10,276**
Depreciation Expense				
6900	Depreciation	19,778	16,557	3,221
	SUBTOTAL - Depreciation Expense	**19,778**	**16,557**	**3,221**
Other Outflows				-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**1,822,469**	**1,838,089**	**(15,620)**

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2017-18
Apr MR Forecast

	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	2,572,314	2,757,762	185,448
Federal Revenue	263,088	249,021	(14,067)
Other State Revenues	827,717	672,875	(154,842)
Local Revenues	53,111	10,560	(42,551)
Fundraising and Grants	18,390	16,492	(1,898)
Total Revenue	**3,734,618**	**3,706,710**	**(27,909)**
Expenses			
Compensation and Benefits	1,675,843	1,878,415	(202,571)
Books and Supplies	208,228	227,293	(19,065)
Services and Other Operating Expenditures	1,481,138	1,485,266	(4,129)
Depreciation	22,844	15,987	6,857
Other Outflows	-	-	-
Total Expenses	**3,388,053**	**3,606,961**	**(218,909)**
Operating Income	**346,566**	**99,748**	**(246,817)**
Fund Balance			
Beginning Balance (Unaudited)	901,012	1,358,896	457,884
Audit Adjustment	111,318		(111,318)
Beginning Balance (Audited)	1,012,330	1,358,896	346,566
Operating Income	346,566	99,748	(246,817)
Ending Fund Balance	**1,358,896**	**1,458,644**	**99,748**
Total Revenue Per ADA	13,593	13,244	(349)
Total Expenses Per ADA	12,331	12,887	556
Operating Income Per ADA	1,261	356	(905)
Key Assumptions			
Enrollment Summary			
K-3	163	180	17
4-6	123	112	(11)
Total Enrolled	**286**	**292**	**6**
ADA %			
K-3	93.5%	95.9%	2.4%
4-6	99.5%	95.9%	-3.6%
Average ADA %	**96.1%**	**95.9%**	**-0.2%**
ADA			
K-3	152.4	172.5	20.1
4-6	122.4	107.4	(15.0)
Total ADA	**274.8**	**279.9**	**5.1**
REVENUE			
LCFF Entitlement			
8011 Charter Schools LCFF - State Aid	1,625,219	1,817,619	192,400

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Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
8012	Education Protection Account Entitlement	340,947	322,659	(18,289)
8096	Charter Schools in Lieu of Property Taxes	606,148	617,485	11,337
	SUBTOTAL - LCFF Entitlement	**2,572,314**	**2,757,762**	**185,448**
	Federal Revenue			
8181	Special Education - Entitlement	53,788	54,794	1,006
8220	Child Nutrition Programs	78,624	80,273	1,649
8291	Title I	94,030	85,462	(8,568)
8292	Title II	11,808	11,576	(232)
8296	Other Federal Revenue	24,838	16,915	(7,923)
	SUBTOTAL - Federal Revenue	**263,088**	**249,021**	**(14,067)**
	Other State Revenue			
8319	Other State Apportionments - Prior Years	4,604	-	(4,604)
8381	Special Education - Entitlement (State)	157,201	160,141	2,940
8520	Child Nutrition - State	6,152	6,152	-
8545	School Facilities Apportionments	184,412	189,766	5,353
8550	Mandated Cost Reimbursements	46,206	98,718	52,512
8560	State Lottery Revenue	53,302	54,298	997
8593	Prop 39 Clean Energy	212,040	-	(212,040)
8596	ASES	163,800	163,800	-
	SUBTOTAL - Other State Revenue	**827,717**	**672,875**	**(154,842)**
	Local Revenue			
8634	Food Service Sales	10,560	10,560	-
8682	Summer Program	32,504	-	(32,504)
8690	Other Local Revenue	1,898	-	(1,898)
8715	Option 3	8,148	-	(8,148)
8910	Contributions from Unrestricted Resource (0000-0)	0	0	-
	SUBTOTAL - Local Revenue	**53,111**	**10,560**	**(42,551)**
	Fundraising and Grants			
8802	Donations - Private	1,898	-	(1,898)
8803	Fundraising	16,492	16,492	-
	SUBTOTAL - Fundraising and Grants	**18,390**	**16,492**	**(1,898)**
	TOTAL REVENUE	**3,734,618**	**3,706,710**	**(27,909)**
	EXPENSES			
	Compensation & Benefits			
	Certificated Salaries			
1100	Teachers Salaries	843,318	951,321	(108,003)
1300	Certificated Supervisor & Administrator Salaries	170,741	184,056	(13,315)
	SUBTOTAL - Certificated Salaries	**1,014,059**	**1,135,377**	**(121,318)**
	Classified Salaries			
2400	Classified Clerical & Office Salaries	71,200	83,167	(11,967)
2900	Classified Other Salaries	181,703	186,444	(4,741)
	SUBTOTAL - Classified Salaries	**252,903**	**269,611**	**(16,708)**
	Employee Benefits			

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		Year 1 2017-18	Year 2 2018-19	Variance
3100	STRS	141,816	170,885	(29,069)
3200	PERS	38,737	48,036	(9,299)
3300	OASDI-Medicare-Alternative	35,990	42,403	(6,413)
3400	Health & Welfare Benefits	177,244	195,412	(18,168)
3500	Unemployment Insurance	828	872	(44)
3600	Workers Comp Insurance	14,266	15,820	(1,554)
	SUBTOTAL - Employee Benefits	**408,881**	**473,427**	**(64,546)**
Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	28,000	28,840	(840)
4200	Books & Other Reference Materials	1,000	1,030	(30)
4315	Custodial Supplies	8,000	8,240	(240)
4320	Educational Software	16,649	19,248	(2,599)
4325	Instructional Materials & Supplies	6,886	6,369	517
4326	Art & Music Supplies	2,700	3,090	(390)
4330	Office Supplies	9,000	12,000	(3,000)
4335	PE Supplies	2,000	2,060	(60)
4340	Professional Development Supplies	-	1,000	(1,000)
4345	Non Instructional Student Materials & Supplies	1,991	1,545	446
4346	Teacher Supplies	2,400	2,472	(72)
4351	Yearbook	760	783	(23)
4361	PY Supplies Expenses (not accrued)	1,866	-	1,866
4400	Noncapitalized Equipment	10,000	10,300	(300)
4410	Classroom Furniture, Equipment & Supplies	3,498	3,184	314
4420	Computers (individual items less than $5k)	1,000	12,000	(11,000)
4430	Non Classroom Related Furniture, Equipment & Supplies	4,608	5,056	(448)
4710	Student Food Services	104,870	108,016	(3,146)
4720	Other Food	3,000	2,060	940
	SUBTOTAL - Books and Supplies	**208,228**	**227,293**	**(19,065)**
Services & Other Operating Expenses				
5210	Conference Fees	1,000	1,030	(30)
5215	Travel - Mileage, Parking, Tolls	2,000	2,060	(60)
5220	Travel and Lodging	1,272	1,310	(38)
5300	Dues & Memberships	7,046	8,240	(1,194)
5450	Insurance - Other	16,456	18,102	(1,646)
5500	Operations & Housekeeping	10,000	10,300	(300)
5510	Utilities - Gas and Electric	58,248	59,995	(1,747)
5605	Equipment Leases	8,400	8,652	(252)
5610	Rent	273,203	281,134	(7,931)
5615	Repairs and Maintenance - Building	13,000	10,300	2,700
5617	Repairs and Maintenance - Other Equipment	1,000	1,030	(30)
5803	Accounting Fees	6,300	6,489	(189)
5809	Banking Fees	2,877	2,963	(86)
5813	School Programs - After School Program	163,800	168,714	(4,914)
5814	School Programs - Academic Competitions	1,000	6,000	(5,000)
5819	School Programs - Other	5,000	4,120	880
5820	Consultants - Non Instructional	8,584	11,092	(2,508)
5822	Other Professional Services	31,252	41,360	(10,108)
5824	District Oversight Fees	25,723	27,578	(1,854)
5830	Field Trips Expenses	8,000	8,240	(240)
5833	Fines and Penalties	1,888	-	1,888
5845	Legal Fees	8,000	15,000	(7,000)

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		Year 1 2017-18	Year 2 2018-19	Variance
5851	Marketing and Student Recruiting	3,000	10,000	(7,000)
5857	Payroll Fees	14,420	14,891	(471)
5858	CMO Fees Expense	538,623	496,785	41,838
5861	Prior Yr Exp (not accrued)	3,019	-	3,019
5863	Professional Development	4,000	7,900	(3,900)
5864	Professional Development - Tuition Reimbursement	14,200	14,200	-
5869	Special Education Contract Instructors	114,324	117,754	(3,430)
5872	Special Education Encroachment	42,198	42,987	(789)
5884	Substitutes	45,000	46,350	(1,350)
5887	Technology Services	40,705	32,863	7,842
5900	Communications	4,000	4,120	(120)
5915	Postage and Delivery	3,600	3,708	(108)
	SUBTOTAL - Services & Other Operating Exp.	**1,481,138**	**1,485,266**	**(4,129)**
Depreciation Expense				
6900	Depreciation	22,844	15,987	6,857
	SUBTOTAL - Depreciation Expense	**22,844**	**15,987**	**6,857**
Other Outflows				-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**3,388,053**	**3,606,961**	**(218,909)**

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Apr MR Forecast

	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	4,545,675	4,837,160	291,485
Federal Revenue	342,766	322,587	(20,178)
Other State Revenues	841,820	667,832	(173,988)
Local Revenues	43,104	0	(43,104)
Fundraising and Grants	22,236	4,000	(18,236)
Total Revenue	**5,795,601**	**5,831,579**	**35,978**
Expenses			
Compensation and Benefits	2,760,779	2,992,623	(231,844)
Books and Supplies	416,576	429,408	(12,832)
Services and Other Operating Expenditures	2,206,129	2,077,572	128,557
Depreciation	90,528	87,817	2,711
Other Outflows	-	-	-
Total Expenses	**5,474,012**	**5,587,420**	**(113,408)**
Operating Income	**321,589**	**244,160**	**(77,430)**
Fund Balance			
Beginning Balance (Unaudited)	3,045,002	3,687,988	642,986
Audit Adjustment	321,397		(321,397)
Beginning Balance (Audited)	3,366,399	3,687,988	321,589
Operating Income	321,589	244,160	(77,430)
Ending Fund Balance	**3,687,988**	**3,932,147**	**244,160**
Total Revenue Per ADA	12,256	12,364	108
Total Expenses Per ADA	11,576	11,847	271
Operating Income Per ADA	680	518	(162)
Key Assumptions			
Enrollment Summary			
4-6	137	120	(17)
7-8	343	360	17
Total Enrolled	**480**	**480**	**-**
ADA %			
4-6	96.3%	98.3%	2.0%
7-8	99.4%	98.3%	-1.1%
Average ADA %	**98.5%**	**98.3%**	**-0.3%**
ADA			
4-6	131.9	117.9	(14.0)
7-8	341.0	353.7	12.8
Total ADA	**472.9**	**471.6**	**(1.2)**
REVENUE			
LCFF Entitlement			
8011 Charter Schools LCFF - State Aid	2,894,992	3,233,832	338,840

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		Year 1 2017-18	Year 2 2018-19	Variance
8012	Education Protection Account Entitlement	607,392	562,787	(44,604)
8019	State Aid - Prior Years	33	-	(33)
8096	Charter Schools in Lieu of Property Taxes	1,043,258	1,040,540	(2,718)
	SUBTOTAL - LCFF Entitlement	**4,545,675**	**4,837,160**	**291,485**
Federal Revenue				
8181	Special Education - Entitlement	92,576	92,335	(241)
8291	Title I	225,747	206,191	(19,556)
8292	Title II	24,443	24,062	(381)
	SUBTOTAL - Federal Revenue	**342,766**	**322,587**	**(20,178)**
Other State Revenue				
8319	Other State Apportionments - Prior Years	9,791	-	(9,791)
8381	Special Education - Entitlement (State)	270,563	269,858	(705)
8550	Mandated Cost Reimbursements	79,268	169,906	90,638
8560	State Lottery Revenue	91,739	91,500	(239)
8593	Prop 39 Clean Energy	226,659	-	(226,659)
8596	ASES	163,800	136,568	(27,232)
	SUBTOTAL - Other State Revenue	**841,820**	**667,832**	**(173,988)**
Local Revenue				
8682	Summer Program	26,222	-	(26,222)
8690	Other Local Revenue	2,236	-	(2,236)
8715	Option 3	14,514	-	(14,514)
8720	Revenue Program 20	132	-	(132)
8910	Contributions from Unrestricted Resource (0000-0)	0	0	-
	SUBTOTAL - Local Revenue	**43,104**	**0**	**(43,104)**
Fundraising and Grants				
8802	Donations - Private	2,236	-	(2,236)
8803	Fundraising	20,000	4,000	(16,000)
	SUBTOTAL - Fundraising and Grants	**22,236**	**4,000**	**(18,236)**
TOTAL REVENUE		**5,795,601**	**5,831,579**	**35,978**
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	1,412,823	1,529,852	(117,030)
1300	Certificated Supervisor & Administrator Salaries	390,909	337,456	53,453
	SUBTOTAL - Certificated Salaries	**1,803,731**	**1,867,308**	**(63,577)**
Classified Salaries				
2400	Classified Clerical & Office Salaries	127,982	120,411	7,571
2900	Classified Other Salaries	175,118	225,589	(50,471)
	SUBTOTAL - Classified Salaries	**303,100**	**346,000**	**(42,900)**
Employee Benefits				
3100	STRS	245,921	278,507	(32,586)
3200	PERS	47,074	62,495	(15,420)
3300	OASDI-Medicare-Alternative	55,510	63,253	(7,743)

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		Year 1 2017-18	Year 2 2018-19	Variance
3400	Health & Welfare Benefits	279,968	348,355	(68,387)
3500	Unemployment Insurance	1,277	1,295	(18)
3600	Workers Comp Insurance	23,723	24,922	(1,199)
3900	Other Employee Benefits	475	489	(14)
	SUBTOTAL - Employee Benefits	**653,948**	**779,314**	**(125,367)**
Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	49,000	51,500	(2,500)
4200	Books & Other Reference Materials	1,000	1,030	(30)
4320	Educational Software	44,635	51,974	(7,339)
4325	Instructional Materials & Supplies	39,869	46,268	(6,399)
4326	Art & Music Supplies	7,500	7,725	(225)
4330	Office Supplies	18,251	6,901	11,350
4335	PE Supplies	2,500	2,575	(75)
4345	Non Instructional Student Materials & Supplies	5,000	5,150	(150)
4346	Teacher Supplies	3,022	5,150	(2,128)
4350	Uniforms	2,493	530	1,963
4351	Yearbook	1,500	1,545	(45)
4400	Noncapitalized Equipment	11,000	11,330	(330)
4410	Classroom Furniture, Equipment & Supplies	1,000	1,030	(30)
4420	Computers (individual items less than $5k)	15,000	15,450	(450)
4430	Non Classroom Related Furniture, Equipment & Supplies	5,000	5,150	(150)
4710	Student Food Services	204,806	210,950	(6,144)
4720	Other Food	5,000	5,150	(150)
	SUBTOTAL - Books and Supplies	**416,576**	**429,408**	**(12,832)**
Services & Other Operating Expenses				
5210	Conference Fees	10,000	10,300	(300)
5215	Travel - Mileage, Parking, Tolls	5,000	5,150	(150)
5220	Travel and Lodging	10,000	10,300	(300)
5300	Dues & Memberships	7,500	7,725	(225)
5450	Insurance - Other	28,360	31,196	(2,836)
5500	Operations & Housekeeping	35,000	36,050	(1,050)
5605	Equipment Leases	50,000	17,441	32,559
5611	Prop 39 Related Costs	235,830	304,830	(69,000)
5617	Repairs and Maintenance - Other Equipment	3,000	3,090	(90)
5803	Accounting Fees	15,450	15,914	(464)
5809	Banking Fees	200	515	(315)
5813	School Programs - After School Program	163,800	136,568	27,232
5814	School Programs - Academic Competitions	600	618	(18)
5819	School Programs - Other	1,325	1,030	295
5820	Consultants - Non Instructional	13,000	13,390	(390)
5822	Other Professional Services	58,307	44,631	13,676
5824	District Oversight Fees	45,457	48,017	(2,560)
5830	Field Trips Expenses	20,000	20,600	(600)
5833	Fines and Penalties	1,485	-	1,485
5845	Legal Fees	12,021	13,390	(1,369)
5851	Marketing and Student Recruiting	8,000	8,240	(240)
5857	Payroll Fees	16,995	17,741	(746)
5858	CMO Fees Expense	1,077,245	991,436	85,809
5861	Prior Yr Exp (not accrued)	(1,161)	-	(1,161)
5863	Professional Development	8,300	8,549	(249)
5864	Professional Development - Tuition Reimbursement	75,500	43,000	32,500

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		Year 1 2017-18	Year 2 2018-19	Variance
5869	Special Education Contract Instructors	55,000	56,650	(1,650)
5872	Special Education Encroachment	72,628	72,628	-
5884	Substitutes	64,750	69,059	(4,309)
5887	Technology Services	98,538	74,154	24,384
5899	Miscellaneous Operating Expenses	0	-	0
5900	Communications	2,000	3,000	(1,000)
5915	Postage and Delivery	12,000	12,360	(360)
	SUBTOTAL - Services & Other Operating Exp.	**2,206,129**	**2,077,572**	**128,557**
Depreciation Expense				
6900	Depreciation	90,528	87,817	2,711
	SUBTOTAL - Depreciation Expense	**90,528**	**87,817**	**2,711**
Other Outflows				-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**5,474,012**	**5,587,420**	**(113,408)**

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	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	6,705,513	7,954,976	1,249,463
Federal Revenue	678,306	680,678	2,373
Other State Revenues	693,881	872,239	178,358
Local Revenues	62,681	33,653	(29,028)
Fundraising and Grants	48,358	43,546	(4,812)
Total Revenue	**8,188,738**	**9,585,092**	**1,396,354**
Expenses			
Compensation and Benefits	4,482,293	5,370,662	(888,369)
Books and Supplies	677,538	657,369	20,169
Services and Other Operating Expenditures	2,104,840	2,176,099	(71,259)
Depreciation	547,780	597,067	(49,287)
Other Outflows	399,641	595,203	(195,562)
Total Expenses	**8,212,091**	**9,396,401**	**(1,184,310)**
Operating Income	**(23,353)**	**188,691**	**212,044**
Fund Balance			
Beginning Balance (Unaudited)	7,875,025	7,853,659	(21,366)
Audit Adjustment	1,987		(1,987)
Beginning Balance (Audited)	7,877,012	7,853,659	(23,353)
Operating Income	(23,353)	188,691	212,044
Ending Fund Balance	**7,853,659**	**8,042,349**	**188,691**
Total Revenue Per ADA	11,721	12,950	1,229
Total Expenses Per ADA	11,754	12,695	941
Operating Income Per ADA	(33)	255	288
Key Assumptions			
Enrollment Summary			
K-3	265	280	15
4-6	182	180	(2)
7-8	157	136	(21)
9-12	136	175	39
Total Enrolled	**740**	**771**	**31**
ADA %			
K-3	94.2%	96.0%	1.8%
4-6	95.7%	96.0%	0.3%
7-8	94.0%	96.0%	2.0%
9-12	93.6%	96.0%	2.4%
Average ADA %	**94.4%**	**96.0%**	**1.6%**
ADA			
K-3	249.5	268.8	19.3
4-6	174.3	172.8	(1.5)
7-8	147.6	130.6	(17.1)
9-12	127.2	168.0	40.8

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		Year 1 2017-18	Year 2 2018-19	Variance
	Total ADA	**698.7**	**740.2**	**41.5**
REVENUE				
LCFF Entitlement				
8011	Charter Schools LCFF - State Aid	4,753,995	5,887,539	1,133,544
8012	Education Protection Account Entitlement	139,732	148,032	8,300
8096	Charter Schools in Lieu of Property Taxes	1,811,786	1,919,405	107,619
	SUBTOTAL - LCFF Entitlement	**6,705,513**	**7,954,976**	**1,249,463**
Federal Revenue				
8181	Special Education - Entitlement	81,169	92,000	10,831
8220	Child Nutrition Programs	265,178	276,286	11,109
8291	Title I	231,304	246,747	15,443
8292	Title II	34,447	36,110	1,663
8293	Title III	5,159	5,159	-
8296	Other Federal Revenue	61,049	24,376	(36,673)
	SUBTOTAL - Federal Revenue	**678,306**	**680,678**	**2,373**
Other State Revenue				
8319	Other State Apportionments - Prior Years	9,953	-	(9,953)
8381	Special Education - Entitlement (State)	359,111	386,364	27,252
8382	Special Education Reimbursements (State) - MH	63,360	63,360	-
8520	Child Nutrition - State	23,251	24,225	974
8550	Mandated Cost Reimbursements	102,666	254,699	152,033
8560	State Lottery Revenue	135,540	143,591	8,051
	SUBTOTAL - Other State Revenue	**693,881**	**872,239**	**178,358**
Local Revenue				
8634	Food Service Sales	18,459	19,232	773
8660	Interest	4,200	4,376	176
8682	Summer Program	28,020	-	(28,020)
8690	Other Local Revenue	10,045	10,045	-
8720	Revenue Program 20	1,958	-	(1,958)
8910	Contributions from Unrestricted Resource (0000-0)	0	0	-
	SUBTOTAL - Local Revenue	**62,681**	**33,653**	**(29,028)**
Fundraising and Grants				
8802	Donations - Private	16,618	11,806	(4,812)
8803	Fundraising	31,740	31,740	-
	SUBTOTAL - Fundraising and Grants	**48,358**	**43,546**	**(4,812)**
TOTAL REVENUE		**8,188,738**	**9,585,092**	**1,396,354**
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	2,209,260	2,646,248	(436,988)
1300	Certificated Supervisor & Administrator Salaries	568,872	641,922	(73,050)
	SUBTOTAL - Certificated Salaries	**2,778,131**	**3,288,170**	**(510,038)**

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		Year 1 2017-18	Year 2 2018-19	Variance
Classified Salaries				
2400	Classified Clerical & Office Salaries	201,380	278,368	(76,988)
2900	Classified Other Salaries	392,306	419,121	(26,815)
	SUBTOTAL - Classified Salaries	**593,687**	**697,489**	**(103,803)**
Employee Benefits				
3100	STRS	391,284	505,321	(114,037)
3200	PERS	63,437	92,125	(28,687)
3300	OASDI-Medicare-Alternative	89,825	112,459	(22,634)
3400	Health & Welfare Benefits	505,621	607,060	(101,439)
3500	Unemployment Insurance	2,284	2,502	(218)
3600	Workers Comp Insurance	37,967	44,879	(6,912)
3900	Other Employee Benefits	20,056	20,658	(602)
	SUBTOTAL - Employee Benefits	**1,110,475**	**1,385,003**	**(274,528)**
Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	62,958	22,121	40,837
4200	Books & Other Reference Materials	10,500	5,311	5,189
4315	Custodial Supplies	20,000	21,343	(1,343)
4320	Educational Software	61,070	80,648	(19,578)
4325	Instructional Materials & Supplies	49,495	70,000	(20,505)
4326	Art & Music Supplies	4,800	5,311	(511)
4330	Office Supplies	14,165	13,664	501
4335	PE Supplies	7,500	25,000	(17,500)
4345	Non Instructional Student Materials & Supplies	9,654	7,500	2,154
4346	Teacher Supplies	8,487	10,621	(2,134)
4361	PY Supplies Expenses (not accrued)	2,158	-	2,158
4400	Noncapitalized Equipment	20,462	25,000	(4,538)
4410	Classroom Furniture, Equipment & Supplies	60,038	-	60,038
4420	Computers (individual items less than $5k)	2,500	2,655	(155)
4430	Non Classroom Related Furniture, Equipment & Supplies	2,493	2,648	(155)
4710	Student Food Services	333,176	357,547	(24,371)
4720	Other Food	8,081	8,000	81
	SUBTOTAL - Books and Supplies	**677,538**	**657,369**	**20,169**
Services & Other Operating Expenses				
5210	Conference Fees	8,809	10,000	(1,191)
5215	Travel - Mileage, Parking, Tolls	2,921	3,000	(79)
5220	Travel and Lodging	4,623	5,000	(377)
5300	Dues & Memberships	8,690	10,000	(1,310)
5450	Insurance - Other	30,180	40,000	(9,820)
5500	Operations & Housekeeping	25,000	40,000	(15,000)
5510	Utilities - Gas and Electric	100,000	120,000	(20,000)
5605	Equipment Leases	47,344	50,286	(2,942)
5615	Repairs and Maintenance - Building	50,000	65,000	(15,000)
5617	Repairs and Maintenance - Other Equipment	-	20,000	(20,000)
5803	Accounting Fees	7,463	11,684	(4,221)
5809	Banking Fees	2,760	2,932	(172)
5813	School Programs - After School Program	5,000	5,500	(500)
5814	School Programs - Academic Competitions	10,000	11,000	(1,000)
5819	School Programs - Other	7,636	7,100	536
5820	Consultants - Non Instructional	-	3,000	(3,000)
5822	Other Professional Services	46,484	54,637	(8,153)

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		Year 1 2017-18	Year 2 2018-19	Variance
5824	District Oversight Fees	67,055	79,550	(12,495)
5830	Field Trips Expenses	25,000	35,000	(10,000)
5833	Fines and Penalties	3,943	-	3,943
5845	Legal Fees	10,000	15,000	(5,000)
5848	Licenses and Other Fees	25,412	26,263	(851)
5851	Marketing and Student Recruiting	20,000	20,000	-
5857	Payroll Fees	31,544	35,900	(4,356)
5858	CMO Fees Expense	1,077,245	997,937	79,308
5861	Prior Yr Exp (not accrued)	6,781	-	6,781
5863	Professional Development	21,139	30,418	(9,279)
5864	Professional Development - Tuition Reimbursement	71,800	70,682	1,118
5869	Special Education Contract Instructors	200,000	214,630	(14,630)
5872	Special Education Encroachment	17,611	19,709	(2,097)
5884	Substitutes	80,000	85,000	(5,000)
5887	Technology Services	73,899	73,161	738
5900	Communications	6,500	3,090	3,410
5915	Postage and Delivery	10,000	10,621	(621)
	SUBTOTAL - Services & Other Operating Exp.	**2,104,840**	**2,176,099**	**(71,259)**
Depreciation Expense				
6900	Depreciation	547,780	597,067	(49,287)
	SUBTOTAL - Depreciation Expense	**547,780**	**597,067**	**(49,287)**
Other Outflows				-
7438	Long term debt - Interest	399,641	595,203	(195,562)
	SUBTOTAL - Other Outflows	**399,641**	**595,203**	**(195,562)**
TOTAL EXPENSES		**8,212,091**	**9,396,401**	**(1,184,310)**

MSA-SD
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	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	2,950,464	3,724,672	774,208
Federal Revenue	134,192	134,778	586
Other State Revenues	674,527	590,983	(83,544)
Local Revenues	76,164	47,178	(28,986)
Fundraising and Grants	33,051	32,153	(898)
Total Revenue	**3,868,397**	**4,529,764**	**661,366**
Expenses			
Compensation and Benefits	2,160,423	2,599,349	(438,926)
Books and Supplies	125,902	136,427	(10,526)
Services and Other Operating Expenditures	1,483,250	1,748,118	(264,868)
Depreciation	30,951	45,647	(14,696)
Other Outflows	-	-	-
Total Expenses	**3,800,526**	**4,529,541**	**(729,015)**
Operating Income	**67,872**	**223**	**(67,649)**
Fund Balance			
Beginning Balance (Unaudited)	1,189,492	1,316,558	127,066
Audit Adjustment	59,194		(59,194)
Beginning Balance (Audited)	1,248,686	1,316,558	67,872
Operating Income	67,872	223	(67,649)
Ending Fund Balance	**1,316,558**	**1,316,780**	**223**
Total Revenue Per ADA	9,971	9,815	(155)
Total Expenses Per ADA	9,796	9,815	19
Operating Income Per ADA	175	0	(174)
Key Assumptions			
Enrollment Summary			
4-6	126	170	44
7-8	279	310	31
Total Enrolled	**405**	**480**	**75**
ADA %			
4-6	96.1%	96.5%	0.4%
7-8	95.6%	95.9%	0.3%
Average ADA %	**95.8%**	**96.1%**	**0.3%**
ADA			
4-6	121.1	164.1	42.9
7-8	266.9	297.4	30.6
Total ADA	**388.0**	**461.5**	**73.5**
REVENUE			
LCFF Entitlement			
8011 Charter Schools LCFF - State Aid	675,998	1,016,244	340,246

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		Year 1 2017-18	Year 2 2018-19	Variance
8012	Education Protection Account Entitlement	77,596	92,299	14,703
8019	State Aid - Prior Years	(2,519)	-	2,519
8096	Charter Schools in Lieu of Property Taxes	2,199,389	2,616,129	416,740
	SUBTOTAL - LCFF Entitlement	**2,950,464**	**3,724,672**	**774,208**
Federal Revenue				
8181	Special Education - Entitlement	55,319	50,500	(4,819)
8220	Child Nutrition Programs	28,455	33,724	5,269
8291	Title I	32,957	31,411	(1,546)
8292	Title II	7,261	8,637	1,376
8296	Other Federal Revenue	10,200	10,506	306
	SUBTOTAL - Federal Revenue	**134,192**	**134,778**	**586**
Other State Revenue				
8319	Other State Apportionments - Prior Years	7,782	-	(7,782)
8381	Special Education - Entitlement (State)	199,422	240,900	41,478
8382	Special Education Reimbursements (State) - MH	39,600	39,600	-
8520	Child Nutrition - State	1,832	2,172	339
8550	Mandated Cost Reimbursements	66,581	139,401	72,821
8560	State Lottery Revenue	75,268	89,530	14,262
8593	Prop 39 Clean Energy	204,662	-	(204,662)
8596	ASES	79,380	79,380	-
	SUBTOTAL - Other State Revenue	**674,527**	**590,983**	**(83,544)**
Local Revenue				
8650	Leases and Rentals	7,000	-	(7,000)
8660	Interest	2,500	2,500	-
8682	Summer Program	21,966	-	(21,966)
8690	Other Local Revenue	1,678	1,678	-
8693	Field Trips	43,000	43,000	-
8720	Revenue Program 20	20	-	(20)
8910	Contributions from Unrestricted Resource (0000-0)	0	0	-
	SUBTOTAL - Local Revenue	**76,164**	**47,178**	**(28,986)**
Fundraising and Grants				
8802	Donations - Private	1,898	-	(1,898)
8803	Fundraising	31,153	32,153	1,000
	SUBTOTAL - Fundraising and Grants	**33,051**	**32,153**	**(898)**
TOTAL REVENUE		**3,868,397**	**4,529,764**	**661,366**
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	1,003,420	1,238,279	(234,859)
1300	Certificated Supervisor & Administrator Salaries	402,732	426,128	(23,396)
	SUBTOTAL - Certificated Salaries	**1,406,152**	**1,664,407**	**(258,255)**
Classified Salaries				
2400	Classified Clerical & Office Salaries	38,480	59,644	(21,164)
2900	Classified Other Salaries	162,198	178,932	(16,734)

MSA-SD
2017-18
Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
	SUBTOTAL - Classified Salaries	**200,678**	**238,576**	**(37,898)**
Employee Benefits				
3100	STRS	192,163	248,164	(56,001)
3200	PERS	31,167	36,329	(5,162)
3300	OASDI-Medicare-Alternative	40,358	51,069	(10,711)
3400	Health & Welfare Benefits	270,550	337,971	(67,421)
3500	Unemployment Insurance	1,005	1,141	(136)
3600	Workers Comp Insurance	18,093	21,428	(3,335)
3900	Other Employee Benefits	257	264	(8)
	SUBTOTAL - Employee Benefits	**553,593**	**696,366**	**(142,773)**
Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	5,000	5,150	(150)
4200	Books & Other Reference Materials	5,000	5,150	(150)
4315	Custodial Supplies	6,180	6,365	(185)
4320	Educational Software	8,290	13,654	(5,363)
4325	Instructional Materials & Supplies	20,462	30,000	(9,538)
4326	Art & Music Supplies	2,266	2,334	(68)
4330	Office Supplies	9,000	9,270	(270)
4335	PE Supplies	3,500	3,605	(105)
4345	Non Instructional Student Materials & Supplies	6,180	6,365	(185)
4346	Teacher Supplies	1,030	2,500	(1,470)
4361	PY Supplies Expenses (not accrued)	175	-	175
4410	Classroom Furniture, Equipment & Supplies	10,000	-	10,000
4420	Computers (individual items less than $5k)	5,440	1,000	4,440
4430	Non Classroom Related Furniture, Equipment & Supplies	3,367	3,468	(101)
4710	Student Food Services	33,316	40,670	(7,354)
4720	Other Food	6,695	6,896	(201)
	SUBTOTAL - Books and Supplies	**125,902**	**136,427**	**(10,526)**
Services & Other Operating Expenses				
5200	Travel & Conferences	500	-	500
5210	Conference Fees	4,650	4,790	(140)
5215	Travel - Mileage, Parking, Tolls	7,210	7,426	(216)
5220	Travel and Lodging	7,000	7,210	(210)
5300	Dues & Memberships	5,562	5,729	(167)
5450	Insurance - Other	20,500	22,550	(2,050)
5500	Operations & Housekeeping	55,000	56,650	(1,650)
5510	Utilities - Gas and Electric	20,600	30,000	(9,400)
5605	Equipment Leases	10,300	10,609	(309)
5610	Rent	526,163	713,760	(187,597)
5615	Repairs and Maintenance - Building	15,450	30,000	(14,550)
5617	Repairs and Maintenance - Other Equipment	5,000	12,000	(7,000)
5803	Accounting Fees	10,300	10,609	(309)
5809	Banking Fees	1,030	1,061	(31)
5813	School Programs - After School Program	79,380	79,380	-
5814	School Programs - Academic Competitions	4,500	4,635	(135)
5819	School Programs - Other	1,100	1,133	(33)
5820	Consultants - Non Instructional	-	1,500	(1,500)
5822	Other Professional Services	36,394	22,310	14,084
5824	District Oversight Fees	29,505	37,247	(7,742)
5830	Field Trips Expenses	45,000	45,000	-

MSA-SD
2017-18
Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
5833	Fines and Penalties	2,852	-	2,852
5845	Legal Fees	15,000	15,450	(450)
5851	Marketing and Student Recruiting	12,000	15,000	(3,000)
5857	Payroll Fees	15,965	16,444	(479)
5858	CMO Fees Expense	326,613	409,714	(83,101)
5861	Prior Yr Exp (not accrued)	3,344	-	3,344
5863	Professional Development	12,000	12,360	(360)
5864	Professional Development - Tuition Reimbursement	15,500	15,725	(225)
5869	Special Education Contract Instructors	56,650	58,350	(1,700)
5872	Special Education Encroachment	10,190	12,006	(1,816)
5884	Substitutes	65,570	25,000	40,570
5887	Technology Services	44,794	24,258	20,536
5900	Communications	12,628	35,063	(22,435)
5915	Postage and Delivery	5,000	5,150	(150)
	SUBTOTAL - Services & Other Operating Exp.	**1,483,250**	**1,748,118**	**(264,868)**
Depreciation Expense				
6900	Depreciation	30,951	45,647	(14,696)
	SUBTOTAL - Depreciation Expense	**30,951**	**45,647**	**(14,696)**
Other Outflows				-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**3,800,526**	**4,529,541**	**(729,015)**

MERF
2017-18
Apr MR Forecast

	Year 1 2017-18	Year 2 2018-19	Variance
SUMMARY			
Revenue			
LCFF Entitlement	-	-	-
Federal Revenue	8,082	-	(8,082)
Other State Revenues	-	-	-
Local Revenues	6,450,022	6,058,065	(391,957)
Fundraising and Grants	134,875	-	(134,875)
Total Revenue	**6,592,979**	**6,058,065**	**(534,914)**
Expenses			
Compensation and Benefits	2,983,114	3,267,089	(283,975)
Books and Supplies	66,261	89,201	(22,940)
Services and Other Operating Expenditures	3,014,482	2,451,260	563,222
Depreciation	933	515	418
Other Outflows	-	-	-
Total Expenses	**6,064,790**	**5,808,065**	**256,725**
Operating Income	**528,188**	**250,000**	**(278,188)**
Fund Balance			
Beginning Balance (Unaudited)	258,542	(238,590)	(497,132)
Audit Adjustment	(1,025,320)		1,025,320
Beginning Balance (Audited)	(766,778)	(238,590)	528,188
Operating Income	528,188	250,000	(278,188)
Ending Fund Balance	**(238,590)**	**11,410**	**250,000**

REVENUE

LCFF Entitlement				
	SUBTOTAL - LCFF Entitlement	**-**	**-**	**-**
Federal Revenue				
8296	Other Federal Revenue	8,082	-	(8,082)
	SUBTOTAL - Federal Revenue	**8,082**	**-**	**(8,082)**
Other State Revenue				
	SUBTOTAL - Other State Revenue	**-**	**-**	**-**
Local Revenue				
8660	Interest	3,055	-	(3,055)
8690	Other Local Revenue	54,117	50,000	(4,117)
8701	CMO Fee - MSA-1	1,077,245	994,835	(82,410)
8702	CMO Fee - MSA-2	1,077,245	898,892	(178,353)
8703	CMO Fee - MSA-3	976,253	991,104	14,851
8704	CMO Fee - MSA-4	80,793	77,657	(3,136)
8705	CMO Fee - MSA-5	80,793	103,253	22,460
8706	CMO Fee - MSA-6	80,793	46,452	(34,341)
8707	CMO Fee - MSA-7	538,623	496,785	(41,838)
8708	CMO Fee - MSA-8	1,077,245	991,436	(85,809)
8709	CMO Fee - MSA-SA	1,077,245	997,937	(79,308)

MERF
2017-18
Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
8712	CMO Fee - MSA-SD	326,613	409,714	83,101
	SUBTOTAL - Local Revenue	**6,450,022**	**6,058,065**	**(391,957)**
	Fundraising and Grants			
8802	Donations - Private	134,875	-	(134,875)
	SUBTOTAL - Fundraising and Grants	**134,875**	**-**	**(134,875)**
	TOTAL REVENUE	**6,592,979**	**6,058,065**	**(534,914)**
	EXPENSES			
	Compensation & Benefits			
	Certificated Salaries			
1300	Certificated Supervisor & Administrator Salaries	497,127	378,981	118,146
	SUBTOTAL - Certificated Salaries	**497,127**	**378,981**	**118,146**
	Classified Salaries			
2400	Classified Clerical & Office Salaries	1,622,475	1,855,812	(233,337)
2900	Classified Other Salaries	196,421	259,352	(62,931)
	SUBTOTAL - Classified Salaries	**1,818,896**	**2,115,164**	**(296,268)**
	Employee Benefits			
3100	STRS	76,642	94,037	(17,395)
3200	PERS	45,280	49,981	(4,701)
3300	OASDI-Medicare-Alternative	134,639	141,868	(7,229)
3400	Health & Welfare Benefits	247,529	292,745	(45,217)
3500	Unemployment Insurance	11,834	11,916	(83)
3600	Workers Comp Insurance	26,078	28,084	(2,006)
3900	Other Employee Benefits	125,089	154,313	(29,224)
	SUBTOTAL - Employee Benefits	**667,091**	**772,944**	**(105,853)**
	Books & Supplies			
4100	Approved Textbooks & Core Curricula Materials	1,020	1,051	(31)
4320	Educational Software	9,840	9,000	840
4325	Instructional Materials & Supplies	1,102	5,500	(4,398)
4330	Office Supplies	12,099	34,000	(21,901)
4400	Noncapitalized Equipment	1,867	1,500	367
4420	Computers (individual items less than $5k)	4,133	5,000	(867)
4720	Other Food	36,200	33,150	3,050
	SUBTOTAL - Books and Supplies	**66,261**	**89,201**	**(22,940)**
	Services & Other Operating Expenses			
5200	Travel & Conferences	3,676	-	3,676
5210	Conference Fees	38,489	37,950	539
5215	Travel - Mileage, Parking, Tolls	73,320	116,000	(42,680)
5220	Travel and Lodging	95,893	92,150	3,743
5300	Dues & Memberships	15,200	10,900	4,300
5450	Insurance - Other	22,355	40,000	(17,645)
5500	Operations & Housekeeping	22,093	26,545	(4,452)
5605	Equipment Leases	17,138	13,000	4,138
5610	Rent	160,800	176,200	(15,400)
5615	Repairs and Maintenance - Building	84	2,500	(2,416)

MERF
2017-18
Apr MR Forecast

		Year 1 2017-18	Year 2 2018-19	Variance
5803	Accounting Fees	48,623	50,000	(1,377)
5809	Banking Fees	12,651	20,000	(7,349)
5812	Business Services	700,000	500,000	200,000
5819	School Programs - Other	9,900	10,000	(100)
5822	Other Professional Services	654,439	522,750	131,689
5833	Fines and Penalties	4,482	-	4,482
5845	Legal Fees	570,000	335,000	235,000
5848	Licenses and Other Fees	8,000	16,000	(8,000)
5851	Marketing and Student Recruiting	52,357	58,000	(5,643)
5857	Payroll Fees	18,000	20,000	(2,000)
5861	Prior Yr Exp (not accrued)	8,000	-	8,000
5863	Professional Development	163,501	77,000	86,501
5864	Professional Development - Tuition Reimbursement	47,400	50,500	(3,100)
5869	Special Education Contract Instructors	45,833	-	45,833
5875	Staff Recruiting	15,000	15,000	-
5887	Technology Services	168,699	216,765	(48,066)
5900	Communications	21,269	32,000	(10,731)
5915	Postage and Delivery	17,280	13,000	4,280
	SUBTOTAL - Services & Other Operating Exp.	**3,014,482**	**2,451,260**	**563,222**
Depreciation Expense				
6900	Depreciation	933	515	418
	SUBTOTAL - Depreciation Expense	**933**	**515**	**418**
Other Outflows				-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**
TOTAL EXPENSES		**6,064,790**	**5,808,065**	**256,725**

Magnolia Public Schools

Master List of Contracts (Over $25,000 only)

Vendor Name	Location	Service Description	Contract Start Date	Contract End Date	Term	Renewal/cancellation considerations	Contract Amount	FY16-17 Budgeted expense	FY17-18 Budgeted expense	FY18-19 Budgeted expense	Notes	C-Team
21st Century Staffing LLC	Multiple	Substitute Services	ongoing	n/a	n/a	Board Approved Vendor	n/a			300,000	Budgeted at Estimated amounts for FY 18-19 Used by MSA2,3,5,7,SA	Suat
Good Sports Plus LTD ARC	Multiple	After School Programs	1/7/2016	6/30/2020	4 Years	MSA 1,MSA 8 will not continue. MSA 3-5-7	627,000	627,000	579,832	252,224	Contract agrees with ASES grant amount per site	Suat
Bob Burke & Company	MERF	Independent Contractor	1/7/2017	06/30/2017	1 Year	Renewal		36,000	36,000	60,000	$5,000 Per Month	Ismael
ChildCare Careers LLC dba The Education Team	Multiple	Substitute Services	ongoing	n/a	n/a	Board Approved Vendor	n/a			300,000	Budgeted at Estimated amounts for FY 18-19 Used by All Schools	Suat
CoolSIS Technologies Inc.	Multiple	Data software	1/10/2014	06-30-2018	1 Year	Consideration for Read-Only Access	32,256	112,250	112,250	33,000	Quote received for read-only access for 2018-19: $128 per month per site for read-only access; separate for SIS and CoolBIZ. SIS: $15,360 per year ($128 per month x 12 mo x 10 sites) BIZ: $16,896 per year ($128 per month x 12 mo x 11 sites)	David
CharterSafe	Multiple	Insurance Services	1/7/2018	06/30/2019	1 Year	Renewal	36,788		36,788	450,553	WC, E&O, General Liability, Property	Nanie
EdLogical Group Corp.	Multiple	Special Ed Services	1/7/2017	6/30/2023	5 Years	Auto Renewal	n/a		637,986	691,017	**Estimated amounts based on G/L from 7/17 to 05/18**	Erdinc
First Lutheran Church of Northridge	MSA-7	Rent	1/7/2017	06/30/2022	5 Years	ongoing			274,284	274,284	Rental Facility for MSA-7	Patrick
Facility Lease	MSA-6	Rent							119,000	119,000		
Fuel Education (k12 Management)	Multiple	Educational services	1/7/2017	6/30/2018	1 Year	RFP	100,750		100,750	100,750	Fuel Ed is mostly used at MSA-SA	Erdinc
Imagine Etiquette & Image Consulting Inc	MSA-3	Educational services	1/7/2018	6/30/2019	1 Year	Board Approved Vendor				28,000		Suat
Illuminate Education: ISI	Multiple	Software Services	1/7/2017	06/30/2021	4 Years	N/A	40,100	-	27,500	40,100	$7 per student. Contract based on 3,800 students. $26,600 for licenses and $13,500 for training in 2018-19.	David
Kajima Development Corporation	MERF	Rent	1/5/2017	1/5/2024	7 years	N/A		156,000	156,000	156,000	$13k/mo	Patrick
Larson Communications	MERF	Communications consulting	1/7/2017	06/30/2018	1 year	Renewal		241,500	147,000	150,000		Ismael
Los Angeles Unified School District	MSA4	Facility MOU's	1/7/2017	06/30/2022	5 Years			103,831	103,831	103,831	Need updated LAUSD FUA and rental agreement	Suat
LA Café	Multiple	LAUSD Food services	ongoing	n/a	n/a					166,733	Valid contract for MSA-8 and MSA-5 FY18-19 is estimated purpose only	Suat

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Magnolia Public Schools

Master List of Contracts (Over $25,000 only)

Vendor Name	Location	Service Description	Contract Start Date	Contract End Date	Term	Renewal/cancellation considerations	Contract Amount	FY16-17 Budgeted expense	FY17-18 Budgeted expense	FY18-19 Budgeted expense	Notes	C-Team
Mission View Public Schools	Multiple	Summer Program	1/7/2017	07/28/2017	1 Month	This is a revenue not an expense. They contract with us for space, curriculum, and staffing.	**277,279**		**277,279**	**249,273**	MSA4,5 and MSA6 will not have Summer Site Services	Erdinc
Riders Express T&C	Multiple	Bus transportation	1/7/2017	06/30/18	1 Year	Renewal	66,455		66,455	63,860	Need contract updated for FY 18-19	Suat
Vavrinek, Trine, Day & Co., LLP	Multiple	Audit services	1/7/2017	06/30/2018	2 years	Renewal	80,000			91,925	Estimated Total Fee for MERF $26,500.00	Nanie
Teachers on Reserve	Multiple	Substitute	ongoing	n/a	n/a	Board Approved Vendor	n/a			300,000	Used by all Sites	Suat
Sub Ready	Multiple	Substitute	ongoing	n/a	n/a	Board Approved Vendor	n/a			300,000	USed by all Sites	Suat
MyOn is now Renaissance Learning	Multiple	Educational services	4/27/2017	8/31/2020	3 Years	Auto Renewal	240,501		82,173	79,164	Literacy Software	Erdinc
Kaiser	Multiple	Health and Welfare Benefits	ongoing	n/a	n/a	Auto Renewal	2,775,110		2,775,110	2,775,110		Suat
DirectEd Educational Services	Multiple	Substitute Services	ongoing	n/a	n/a	Board Approved Vendor	n/a			450,000	All Sites	Suat
Metlife	Multiple	Health and Welfare Benefits	1/7/2017	6/30/2018	1 Year	Auto Renewal	177,227	177,227	177,227	177,227	Dental Insurance Benefits for FTE	Suat
Ubistor	Multiple	MPS Backup Solutions - IT	1/7/2017	6/30/2018	1 Year	Auto Renewal	28,740	10,020	28,740	28,740	MPS IT Solutions for Backups MSA1-3, SA and MERF	Suat
NWEA	Multiple	MAP Testing License	1/7/2017	6/30/2018	1 Year	Renewal	43,750	43,750	43,750	43,750	MAP Testing	David
SchoolMint	Multiple	Enrollment Partner	1/5/2018	1/5/2022	5 Years	Auto Renewal			37,000	32,500	Enrollment and Lottery Services	Ismael
YMCA	MSASD	ASES	1/7/2016	6/30/2017	1 Year	Renewal	76,950	76,950	84,029	88,452	ASES After School Programs	Caprice
California Charter School Association	Multiple	Membership	1/7/2017	6/30/2018	1 Year	Renewal	31,320	price going up in 2018-19	31,320	35,000		Caprice
Delta Management Services	MERF	Back Office Provider	1/7/2018	6/30/2019	1 Year	Renewal	440,000			440,000	Bookkeeping Services	Nanie
SDUSD Lease	MSASD	Monthly land lease	1/7/2017	charter term	charter term		240,000	240,000	240,000	240,000		Patrick
Law Offices of Young, Minney & Corr. LLP	Multiple	Legal Services (Increase of $10 per hour effective June 1,2017)	ongoing	n/a		n/a	n/a			200,000		Caprice
Musick, Peeler & Garrett LLP	Multiple	Legal Services	ongoing	n/a		n/a	n/a			100,000		Caprice
Gordon Rees	MERF	Legal Services-- CharterSafe	ongoing	n/a	n/a	n/a	25,000			75,000		Caprice
Jackson & Lewis PC	MSA-3	Legal Services	ongoing	n/a	n/a	n/a	25,000			75,000		Patrick
Atkinson, Andelson, Loya, Ruud & Romo	MERF	Legal Services	ongoing							25,000		Patrick

Cover Sheet

Financial Update- April 2018

Section:	V. Discussion Items
Item:	A. Financial Update- April 2018
Purpose:	Discuss
Submitted by:	
Related Material:	V A Apr' 18 Financial Presentation.pdf

edtec
Business and Development Specialists
for Charter Schools

MEMORANDUM

TO:	Caprice Young, CEO, Magnolia Public Schools
FROM:	EdTec
SUBJECT:	April 2018 Financial Presentation
DATE:	05/30/2018

edtec
Business and Development Specialists for Charter Schools

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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
SUMMARY							
Revenue							
LCFF Entitlement	27,643,805	38,117,866	36,393,367	36,330,418	(62,949)	(1,787,448)	8,686,613
Federal Revenue	2,286,436	4,008,196	4,336,767	4,309,839	(26,928)	301,643	2,023,403
Other State Revenues	4,852,741	4,320,287	6,842,814	6,960,228	117,414	2,639,941	2,107,487
Local Revenues	5,647,365	6,843,121	7,045,162	7,049,859	4,697	206,739	1,402,494
Fundraising and Grants	345,698	218,766	388,485	395,895	7,410	177,129	50,197
Total Revenue	**40,776,045**	**53,508,235**	**55,006,595**	**55,046,239**	**39,645**	**1,538,004**	**14,270,194**
Expenses							
Compensation and Benefits	21,922,911	27,669,640	27,335,073	27,276,723	58,350	392,917	5,353,811
Books and Supplies	2,067,900	3,378,007	5,195,192	3,389,642	1,805,551	(11,635)	1,321,742
Services and Other Operating Expenditures	13,513,711	19,443,993	19,295,756	19,394,925	(99,169)	49,068	5,881,214
Depreciation	565,467	957,438	1,071,866	979,688	92,178	(22,251)	414,222
Other Outflows	429,246	173,107	399,641	399,641	-	(226,533)	(29,605)
Total Expenses	**38,499,234**	**51,622,185**	**53,297,528**	**51,440,618**	**1,856,909**	**181,566**	**12,941,384**
Operating Income	**2,276,811**	**1,886,051**	**1,709,067**	**3,605,621**	**1,896,554**	**1,719,570**	**1,328,810**
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	1,709,067	3,605,621			
Ending Fund Balance		**23,643,933**	**23,026,675**	**24,923,229**			

Consolidated Net Income is forecasted for the year at **$3,605,621**; This is an increase of **$1.896 million** from the 2nd interim board approved budget.

Primary drivers of this change are:

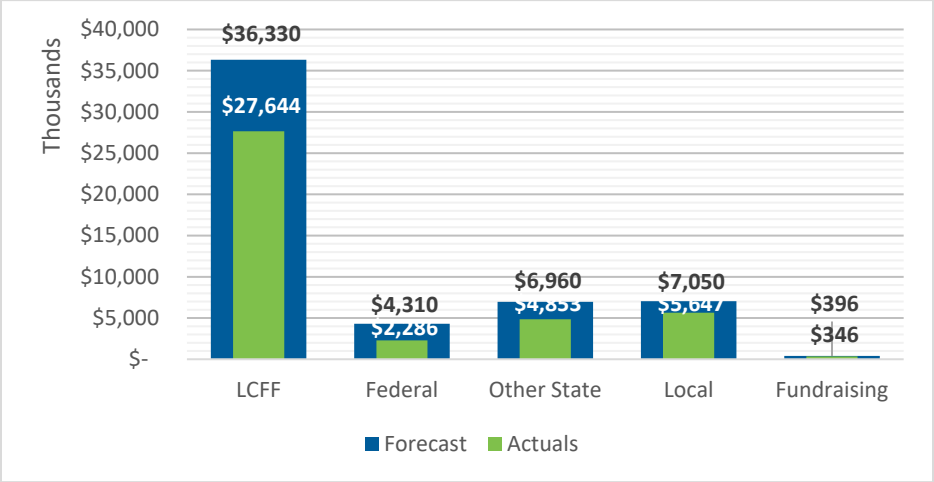
- Transfer all Prop 39 Clean Energy expenses to next year – not expected to spend any until after June (+$1.8M)
- Adjust Title I per CDE revised entitlements (-$37k)
- Adjust SB740 reimbursement rate from 75% funded to 90% funded per CSFA (+$131k)
- Trued up salaries/positions per latest info, partially offset by sub costs (+$58k)
- Contracted Substitute costs increased per actuals across several sites (-$90k)

edtec
Business and Development Specialists for Charter Schools

	Year 1 2017-18											
	Apr MR 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	5,511,579	4,480,488	4,465,612	1,716,446	1,930,914	1,451,413	2,572,314	4,545,675	6,705,513	2,950,464	-	36,330,418
Federal Revenue	1,184,438	530,459	499,769	241,824	247,385	179,533	263,088	342,766	678,306	134,192	8,082	4,309,839
Other State Revenues	1,363,612	680,764	785,415	374,533	421,755	296,206	827,717	841,820	693,881	674,527	-	6,960,228
Local Revenues	76,325	40,006	58,266	26,946	154,604	8,630	53,111	43,104	62,681	76,164	6,450,022	7,049,859
Fundraising and Grants	58,185	30,051	27,058	6,926	2,017	14,749	18,390	22,236	48,358	33,051	134,875	395,895
Total Revenue	**8,194,139**	**5,761,767**	**5,836,121**	**2,366,674**	**2,756,674**	**1,950,531**	**3,734,618**	**5,795,601**	**8,188,738**	**3,868,397**	**6,592,979**	**55,046,239**
Expenses												
Compensation and Benefits	3,559,306	3,097,362	2,844,938	1,110,255	1,441,167	1,161,242	1,675,843	2,760,779	4,482,293	2,160,423	2,983,114	27,276,723
Books and Supplies	507,274	402,394	389,259	176,221	284,646	135,343	208,228	416,576	677,538	125,902	66,261	3,389,642
Services and Other Operating Expenditures	2,940,401	1,963,485	2,146,320	839,371	709,404	506,105	1,481,138	2,206,129	2,104,840	1,483,250	3,014,482	19,394,925
Depreciation	160,174	51,413	20,723	15,656	18,908	19,778	22,844	90,528	547,780	30,951	933	979,688
Other Outflows	-	-	-	-	-	-	-	-	399,641	-	-	399,641
Total Expenses	**7,167,154**	**5,514,654**	**5,401,240**	**2,141,504**	**2,454,125**	**1,822,469**	**3,388,053**	**5,474,012**	**8,212,091**	**3,800,526**	**6,064,790**	**51,440,618**
Operating Income	**1,026,984**	**247,113**	**434,880**	**225,171**	**302,549**	**128,063**	**346,566**	**321,589**	**(23,353)**	**67,872**	**528,188**	**3,605,621**
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	1,026,984	247,113	434,880	225,171	302,549	128,063	346,566	321,589	(23,353)	67,872	528,188	3,605,621
Ending Fund Balance	**4,413,260**	**1,144,199**	**1,066,841**	**1,255,330**	**1,678,106**	**1,386,984**	**1,358,896**	**3,687,988**	**7,853,659**	**1,316,558**	**(238,590)**	**24,923,229**

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FORECAST VS. ACTUALS – REVENUES (Apr18) – 74% received to date



FORECAST VS. ACTUALS – EXPENSES (Apr18) – 75% spent to date



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CASH FLOW SUMMARY



The ending cash balance at 4/30/18 was $14M, and the projected ending cash balance at 6/30/18 is $10.9M.

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MAGNOLIA SCIENCE ACADEMY – 1

	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
SUMMARY						
Revenue						
LCFF Entitlement	4,103,894	5,459,002	5,505,969	5,511,579	5,610	52,577
Federal Revenue	436,917	1,088,351	1,178,487	1,184,438	5,951	96,087
Other State Revenues	691,814	890,794	1,277,227	1,363,612	86,385	472,817
Local Revenues	57,327	69,650	76,325	76,325	-	6,675
Fundraising and Grants	55,006	65,000	58,185	58,185	-	(6,815)
Total Revenue	**5,344,957**	**7,572,797**	**8,096,193**	**8,194,139**	**97,946**	**621,341**
Expenses						
Compensation and Benefits	2,825,892	3,515,834	3,551,837	3,559,306	(7,469)	(43,472)
Books and Supplies	279,576	514,102	764,620	507,274	257,346	6,829
Services and Other Operating Expenditures	1,877,099	3,276,235	2,935,345	2,940,401	(5,056)	335,834
Depreciation	-	153,345	160,174	160,174	-	(6,829)
Other Outflows	732	-	-	-	-	-
Total Expenses	**4,983,299**	**7,459,516**	**7,411,976**	**7,167,154**	**244,821**	**292,362**
Operating Income	**361,658**	**113,281**	**684,217**	**1,026,984**	**342,767**	**913,703**

SUMMARY OF RESULTS

Forecasting a net income of **$1,026,984**; This is an increase of $342,767 from the 2nd interim approved budget.

FORECAST CHANGES

LCFF Entitlement (+$5,610)
Increase due to updated LCFF rate change

Federal Revenue (+$5,951)
Increase in Title funding from CDE

Other State Revenues (+$86,385)
Other State revenues increased due to SB740 projected increase from 75% funded to 90% estimated funded.

Compensation and Benefits (-$7,469)
Compensation increased due to addition Title Teacher salary for remainder of year.

Books and Supplies (+$257,346)
Moved expenses to to Capital Expenditures for FY19.

Other Operating Expenses (-$5,056)

Increase in Other operating expenses was due to increase in actuals Travel – Mileage, Parking, Tolls. Slight increase in district oversight fees and special education encroachment due to change in ADA.

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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
SUMMARY						
Revenue						
LCFF Entitlement	3,351,837	4,724,787	4,538,113	4,480,488	(57,625)	(244,299)
Federal Revenue	290,795	454,654	525,188	530,459	5,271	75,805
Other State Revenues	486,797	359,588	685,224	680,764	(4,460)	321,176
Local Revenues	39,896	58,680	39,506	40,006	500	(18,674)
Fundraising and Grants	26,107	20,550	24,051	30,051	6,000	9,501
Total Revenue	**4,195,430**	**5,618,259**	**5,812,082**	**5,761,767**	**(50,315)**	**143,509**
Expenses						
Compensation and Benefits	2,379,355	3,110,910	3,089,008	3,097,362	(8,354)	13,548
Books and Supplies	277,836	400,942	622,371	402,394	219,977	(1,453)
Services and Other Operating Expenditures	1,342,282	1,923,796	1,936,068	1,963,485	(27,416)	(39,689)
Depreciation	46,958	51,413	51,413	51,413	-	0
Other Outflows	591	-	-	-	-	-
Total Expenses	**4,047,022**	**5,487,060**	**5,698,860**	**5,514,654**	**184,206**	**(27,594)**
Operating Income	**148,409**	**131,198**	**113,222**	**247,113**	**133,891**	**115,915**

SUMMARY OF RESULTS

Forecasting a net income of **$247,113**; This is an increase of $133,891 from the 2nd interim approved budget.

FORECAST CHANGES

LCFF Revenues (-$57,625)
Decrease due to decreased P2 ADA adjustment

Federal Revenue (+$5,271)
Increase in Title funding from CDE

Other State Revenues (-$4,460)
State Special Education and State Lottery decreased due to P2 ADA decrease

Local Revenues (+$500)
Minor increase due to food service sales revenue

Fundraising and Grants (+$6,000)
Increase due to exceeding fundraising goals.

Compensation and Benefits (-$8,354)

Decrease due to a new administrative assistant position added in April

Books and Supplies (+219,977)
Moved expenses to to Capital Expenditures for FY19.

Services and Other Operating Expenditures (-$27,416)
Increase due to matching actuals for substitutes, school programs, and fines and penalties. Slight decrease in district oversight fees and special education encroachment due to change in ADA.

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MAGNOLIA SCIENCE ACADEMY -3

	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
SUMMARY						
Revenue						
LCFF Entitlement	3,402,140	4,463,366	4,394,837	4,465,612	70,775	2,246
Federal Revenue	208,896	485,007	497,814	499,769	1,955	14,762
Other State Revenues	582,474	447,300	780,799	785,415	4,616	338,115
Local Revenues	55,442	40,578	58,266	58,266	-	17,688
Fundraising and Grants	26,098	19,617	27,058	27,058	-	7,441
Total Revenue	**4,275,050**	**5,455,868**	**5,758,775**	**5,836,121**	**77,346**	**380,253**
Expenses						
Compensation and Benefits	2,361,940	2,824,322	2,861,722	2,844,938	16,784	(20,616)
Books and Supplies	224,900	434,314	609,654	389,259	220,395	45,055
Services and Other Operating Expenditures	1,553,249	2,058,008	2,145,579	2,146,320	(740)	(88,312)
Depreciation	31,827	19,096	20,723	20,723	-	(1,627)
Other Outflows	-	-	-	-	-	-
Total Expenses	**4,171,916**	**5,335,741**	**5,637,679**	**5,401,240**	**236,439**	**(65,499)**
Operating Income	**103,134**	**120,127**	**121,096**	**434,880**	**313,785**	**314,753**

SUMMARY OF RESULTS

Forecasting a net income of **$434,880**; This is an increase of $313,785 from the 2nd interim approved budget.

FORECAST CHANGES

LCFF Revenues (+$70,775)
Increase due to an increase in P2 ADA.

Federal Revenues (+$1,955)
Increase in Title funding from CDE

Other State Revenues (+$4,616)
Increase due to increase in P2 ADA

Compensation and benefits (+$16,784)
Decrease forecast to TBD Science Teacher position removed. Partial budget transfer to offset administrative added. Corrected location of sub payroll previously coded to MSA-4.

Books and Supplies (+$220,395)
Moved expenses to to Capital Expenditures for FY19.

Other Operating Expenses (-$740)
Slight increase in district oversight fees and special education encroachment due to change in ADA.

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MAGNOLIA SCIENCE ACADEMY - 4

	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
SUMMARY						
Revenue						
LCFF Entitlement	1,341,576	1,875,756	1,693,711	1,716,446	22,735	(159,310)
Federal Revenue	142,752	259,640	240,751	241,824	1,072	(17,817)
Other State Revenues	330,769	150,859	374,018	374,533	514	223,674
Local Revenues	35,717	22,035	26,946	26,946	-	4,911
Fundraising and Grants	5,910	3,000	5,517	6,926	1,410	3,926
Total Revenue	**1,856,723**	**2,311,290**	**2,340,943**	**2,366,674**	**25,731**	**55,384**
Expenses						
Compensation and Benefits	850,062	1,337,560	1,114,607	1,110,255	4,351	227,305
Books and Supplies	91,698	113,174	380,027	176,221	203,805	(63,047)
Services and Other Operating Expenditures	554,958	789,378	835,238	839,371	(4,132)	(49,993)
Depreciation	13,050	15,656	15,656	15,656	-	-
Other Outflows	1,660	-	-	-	-	-
Total Expenses	**1,511,428**	**2,255,768**	**2,345,527**	**2,141,504**	**204,024**	**114,264**
Operating Income	**345,295**	**55,522**	**(4,584)**	**225,171**	**229,755**	**169,648**

SUMMARY OF RESULTS

Forecasting a net income of **$225,171**; This is an increase of $229,755 from the 2nd interim budget.

FORECAST CHANGES

LCFF Revenues (+$22,735)
Increase due to an increase in P2 ADA.

Federal Revenue (+$1,072)
Increase in Title funding from CDE

Other State Revenues (+$514)
Increase due to an increase in P2 ADA.

Fundraising and Grants (+$1,410)
Increase due to exceeding fundraising goals.

Compensation and Benefits (+$4,351)
Decreased due to correcting location of sub payroll belonging to MSA-3

Books and Supplies (+$203,805)
Moved expenses to to Capital Expenditures for FY19.

Services and Other Operating Expenditures (-$4,132)
Slight increase in district oversight fees and special education encroachment due to change in ADA. Increase in actuals for substitutes, school programs, and fines and penalities.

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MAGNOLIA SCIENCE ACADEMY - 5

	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
SUMMARY						
Revenue						
LCFF Entitlement	1,466,419	1,939,936	1,957,422	1,930,914	(26,508)	(9,022)
Federal Revenue	157,397	226,461	248,065	247,385	(680)	20,923
Other State Revenues	350,191	180,136	423,857	421,755	(2,102)	241,619
Local Revenues	105,250	28,536	154,604	154,604	-	126,068
Fundraising and Grants	-	1,000	2,017	2,017	-	1,017
Total Revenue	**2,079,257**	**2,376,069**	**2,785,964**	**2,756,674**	**(29,290)**	**380,605**
Expenses						
Compensation and Benefits	1,163,365	1,399,666	1,451,484	1,441,167	10,317	(41,502)
Books and Supplies	144,544	225,109	484,210	284,646	199,565	(59,537)
Services and Other Operating Expenditures	437,569	675,372	709,669	709,404	265	(34,032)
Depreciation	14,330	11,400	18,908	18,908	-	(7,508)
Other Outflows	-	-	-	-	-	-
Total Expenses	**1,759,809**	**2,311,546**	**2,664,272**	**2,454,125**	**210,147**	**(142,579)**
Operating Income	**319,449**	**64,523**	**121,692**	**302,549**	**180,856**	**238,026**

SUMMARY OF RESULTS

Forecasting a net income of **$302,549**; This is an increase of $180,856 from the 2nd interim budget.

FORECAST CHANGES

LCFF Revenues (-$26,508)
Decrease due to decreased P2 ADA

Federal Revenue (-$680)
Increase in Title funding from CDE

Other State Revenues (-$2,102)
Decrease due to decreased P2 ADA

Compensation and Benefits (+$10,317)
Increase in savings due to two teacher and 1 classified staff terminations.

Books and Supplies (+$199,565)
Moved expenses to to Capital Expenditures for FY19.

Services and Other Operating Expenditures (+$265)
Minor increase due to P2 ADA adjustment

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MAGNOLIA SCIENCE ACADEMY - 6

	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
SUMMARY						
Revenue						
LCFF Entitlement	1,157,081	1,574,417	1,487,373	1,451,413	(35,960)	(123,004)
Federal Revenue	117,428	170,405	179,398	179,533	135	9,127
Other State Revenues	215,319	220,619	286,654	296,206	9,552	75,587
Local Revenues	7,430	-	8,630	8,630	-	8,630
Fundraising and Grants	16,121	15,000	14,749	14,749	0	(251)
Total Revenue	**1,513,379**	**1,980,442**	**1,976,804**	**1,950,531**	**(26,272)**	**(29,910)**
Expenses						
Compensation and Benefits	847,246	1,173,022	1,161,242	1,161,242	-	11,780
Books and Supplies	71,157	127,250	196,445	135,343	61,102	(8,093)
Services and Other Operating Expenditures	367,400	509,765	507,121	506,105	1,016	3,660
Depreciation	16,482	28,726	28,726	19,778	8,948	8,948
Other Outflows	1,730	-	-	-	-	-
Total Expenses	**1,304,014**	**1,838,764**	**1,893,534**	**1,822,469**	**71,066**	**16,295**
Operating Income	**209,365**	**141,678**	**83,270**	**128,063**	**44,793**	**(13,615)**

SUMMARY OF RESULTS

Forecasting a net income of **$128,063**; This is an increase of $44,793 from the 2nd interim budget.

FORECAST CHANGES

LCFF Entitlement (-$35,960)
Decrease due to decreased P2 ADA.

Federal Revenue (+$135)
Adjust E-rate revenue per actuals and Title I adjustment.

Other State Revenues (+$9,552)
Other State revenues increased due to SB740 projected increase from 75% funded to 90% estimated funded.

Books and Supplies (+$61,102)
Moved expenses to to Capital Expenditures for FY19.

Services and Other Operating Expenditures (+$1,016)
Minor increase due to P2 ADA adjustment

Depreciation (+$8,948)
Adjustment to Prior Year Capital Expenditure depreciation

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MAGNOLIA SCIENCE ACADEMY - 7

	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
SUMMARY						
Revenue						
LCFF Entitlement	2,005,763	2,658,045	2,569,437	2,572,314	2,877	(85,731)
Federal Revenue	185,749	235,853	261,494	263,088	1,594	27,235
Other State Revenues	662,212	564,241	796,513	827,717	31,204	263,475
Local Revenues	52,072	53,168	53,111	53,111	-	(57)
Fundraising and Grants	15,786	11,000	18,390	18,390	-	7,390
Total Revenue	**2,921,582**	**3,522,307**	**3,698,944**	**3,734,618**	**35,675**	**212,311**
Expenses						
Compensation and Benefits	1,339,366	1,682,985	1,675,843	1,675,843	-	7,142
Books and Supplies	147,821	188,317	420,268	208,228	212,040	(19,910)
Services and Other Operating Expenditures	1,163,896	1,551,087	1,468,204	1,481,138	(12,934)	69,949
Depreciation	16,905	45,159	44,909	22,844	22,065	22,315
Other Outflows	(487)	-	-	-	-	-
Total Expenses	**2,667,501**	**3,467,548**	**3,609,224**	**3,388,053**	**221,171**	**79,495**
Operating Income	**254,082**	**54,759**	**89,720**	**346,566**	**256,846**	**291,807**

SUMMARY OF RESULTS

Forecasting a net income of **$346,566**; This is an increase of $256,846 from the 2nd interim budget.

FORECAST CHANGES

LCFF Entitlement (+$2,877)
Increase due to P2 ADA increase.

Federal Revenue (+$1,594)
Increase due to P2 ADA increase.

Other State Revenues (+$31,204)
Other State revenues increased due to SB740 projected increase from 75% funded to 90% estimated funded.

Books and Supplies ($212,040)
Moved expenses to to Capital Expenditures for FY19.

Services and Other Operating Expenditures (-$12,934)
Increase in district oversight fees and special education encroachment due to change in ADA. Increase in actuals for substitutes, school programs, and book fair.

Depreciation (+$22,065)
Adjustment to Prior Year Capital Expenditure depreciation

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MAGNOLIA SCIENCE ACADEMY - 8

	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
SUMMARY						
Revenue						
LCFF Entitlement	3,502,102	4,656,757	4,526,679	4,545,675	18,996	(111,082)
Federal Revenue	207,131	304,497	339,008	342,766	3,758	38,269
Other State Revenues	578,916	528,197	840,876	841,820	944	313,622
Local Revenues	43,105	34,273	42,972	43,104	132	8,831
Fundraising and Grants	22,494	20,000	22,236	22,236	-	2,236
Total Revenue	**4,353,748**	**5,543,724**	**5,771,771**	**5,795,601**	**23,830**	**251,877**
Expenses						
Compensation and Benefits	2,089,373	2,782,961	2,760,779	2,760,779	-	22,182
Books and Supplies	244,528	426,715	643,235	416,576	226,659	10,139
Services and Other Operating Expenditures	1,555,323	2,090,297	2,206,129	2,206,129	(0)	(115,832)
Depreciation	56,505	96,064	104,814	90,528	14,286	5,536
Other Outflows	(86)	-	-	-	-	-
Total Expenses	**3,945,643**	**5,396,037**	**5,714,957**	**5,474,012**	**240,945**	**(77,975)**
Operating Income	**408,105**	**147,687**	**56,814**	**321,589**	**264,775**	**173,902**

SUMMARY OF RESULTS

Forecasting a net income of **$321,589;** This is an increase of $264,775 from the 2nd interim budget.

FORECAST CHANGES

LCFF Entitlement (+18,996)
Increase due to P2 ADA increase.

Federal Revenue (+$3,758)
Increase due to P2 ADA increase.

Other State Revenues (+$944)
Increase due to P2 ADA increase.

Local Revenues ($132)
Increase per actuals

Books and Supplies (+$226,659)
Moved expenses to to Capital Expenditures for FY19.

Depreciation (+$14,286)
Adjustment to Prior Year Capital Expenditure depreciation

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MAGNOLIA SCIENCE ACADEMY – SA

	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
SUMMARY						
Revenue						
LCFF Entitlement	4,876,920	7,467,687	6,766,761	6,705,513	(61,249)	(762,174)
Federal Revenue	437,628	658,206	726,627	678,306	(48,321)	20,100
Other State Revenues	463,372	585,070	702,193	693,881	(8,312)	108,811
Local Revenues	55,409	64,612	58,681	62,681	4,000	(1,930)
Fundraising and Grants	42,444	32,446	48,358	48,358	-	15,912
Total Revenue	**5,875,773**	**8,808,020**	**8,302,619**	**8,188,738**	**(113,881)**	**(619,282)**
Expenses						
Compensation and Benefits	3,879,435	4,576,489	4,482,293	4,482,293	-	94,197
Books and Supplies	499,267	733,114	677,538	677,538	0	55,576
Services and Other Operating Expenditures	1,630,052	2,490,994	2,105,587	2,104,840	747	386,154
Depreciation	331,028	505,350	594,356	547,780	46,576	(42,430)
Other Outflows	419,292	173,107	399,641	399,641	-	(226,533)
Total Expenses	**6,759,074**	**8,479,055**	**8,259,415**	**8,212,091**	**47,323**	**266,963**
Operating Income	**(883,301)**	**328,966**	**43,205**	**(23,353)**	**(66,558)**	**(352,319)**

SUMMARY OF RESULTS

Forecasting a net loss of **(-$23,353).** This is a decrease of -$66,558 from the 2nd interim budget.

FORECAST CHANGES

LCFF Entitlement (-$61,249)
Decrease due to P2 ADA decrease.

Federal Revenue (-$48,321)
Decrease due to P2 ADA decrease.

Other State Revenues (-$8,312)
Decrease due to P2 ADA decrease.

Local Revenues (+$4,000)
Increase per actuals

Services and Other Operating Expenditures (+$747)
Slight decrease due to decrease in ADA.

Depreciation ($46,576)
Adjustment to Prior Year Capital Expenditure depreciation

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Business and Development Specialists for Charter Schools

MAGNOLIA SCIENCE ACADEMY - SD

	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
SUMMARY						
Revenue						
LCFF Entitlement	2,436,073	3,298,113	2,953,064	2,950,464	(2,600)	(347,649)
Federal Revenue	50,142	125,122	131,854	134,192	2,338	9,070
Other State Revenues	490,877	393,481	675,455	674,527	(927)	281,046
Local Revenues	45,380	78,739	76,164	76,164	-	(2,575)
Fundraising and Grants	30,503	31,153	33,051	33,051	-	1,898
Total Revenue	**3,052,976**	**3,926,609**	**3,869,586**	**3,868,397**	**(1,189)**	**(58,211)**
Expenses						
Compensation and Benefits	1,789,939	2,210,402	2,203,144	2,160,423	42,721	49,979
Books and Supplies	63,689	144,548	330,564	125,902	204,662	18,647
Services and Other Operating Expenditures	1,087,799	1,352,286	1,437,230	1,483,250	(46,020)	(130,964)
Depreciation	37,183	30,295	31,254	30,951	303	(656)
Other Outflows	5,814	-	-	-	-	-
Total Expenses	**2,984,423**	**3,737,532**	**4,002,192**	**3,800,526**	**201,666**	**(62,994)**
Operating Income	**68,553**	**189,077**	**(132,606)**	**67,872**	**200,477**	**(121,205)**

SUMMARY OF RESULTS

Forecasting a net incomes of **$67,872;** This is an increase of +$200,477 from the 2nd interim budget.

FORECAST CHANGES

LCFF Entitlement (-$2,600)
Decrease due to decreased P2 ADA

Federal Revenue (+$2,338)
Increase in Title Funding due to P2 ADA

Other State Revenues (-$927)
Decrease due to decreased P2 ADA

Compensation and Benefits ($42,721)
Staffing update, termination of position and not replaced.

Books and Supplies (+$204,662)
Moved expenses to to Capital Expenditures for FY19.

Services and Other Operating Expenditures (-$46,020)
Increase in actuals mainly in category of substitutes. Transfer from Compensation and Benefits.

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Depreciation (+$303)
Adjustment to Prior Year Capital Expenditure depreciation

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Business and Development Specialists for Charter Schools

MERF

	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
SUMMARY						
Revenue						
LCFF Entitlement	-	-	-	-	-	-
Federal Revenue	51,600	-	8,082	8,082	-	8,082
Other State Revenues	-	-	-	-	-	-
Local Revenues	5,150,339	6,392,850	6,449,957	6,450,022	65	57,172
Fundraising and Grants	105,230	-	134,875	134,875	-	134,875
Total Revenue	**5,307,169**	**6,392,850**	**6,592,914**	**6,592,979**	**65**	**200,129**
Expenses						
Compensation and Benefits	2,397,138	3,055,489	2,983,114	2,983,114	-	72,375
Books and Supplies	22,884	70,421	66,261	66,261	-	4,160
Services and Other Operating Expenditures	1,943,885	2,726,775	3,009,584	3,014,482	(4,898)	(287,707)
Depreciation	1,200	933	933	933	-	-
Other Outflows	-	-	-	-	-	-
Total Expenses	**4,365,106**	**5,853,618**	**6,059,892**	**6,064,790**	**(4,898)**	**(211,172)**
Operating Income	**942,063**	**539,232**	**533,022**	**528,188**	**(4,833)**	**(11,044)**

SUMMARY OF RESULTS

Forecasting a net income of **$528,188;** This is a decrease (-$4,833) from the 2nd interim budget.

FORECAST CHANGES

Local Revenue (+$65)
Increase per actuals

Services and Other Operating Expenditures (-$4,833)
Increase actuals due to increase copier rental cost and usage/maintenance fee.

Exhibits

MSA-1 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is $1.5M



MSA-2 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is $809K



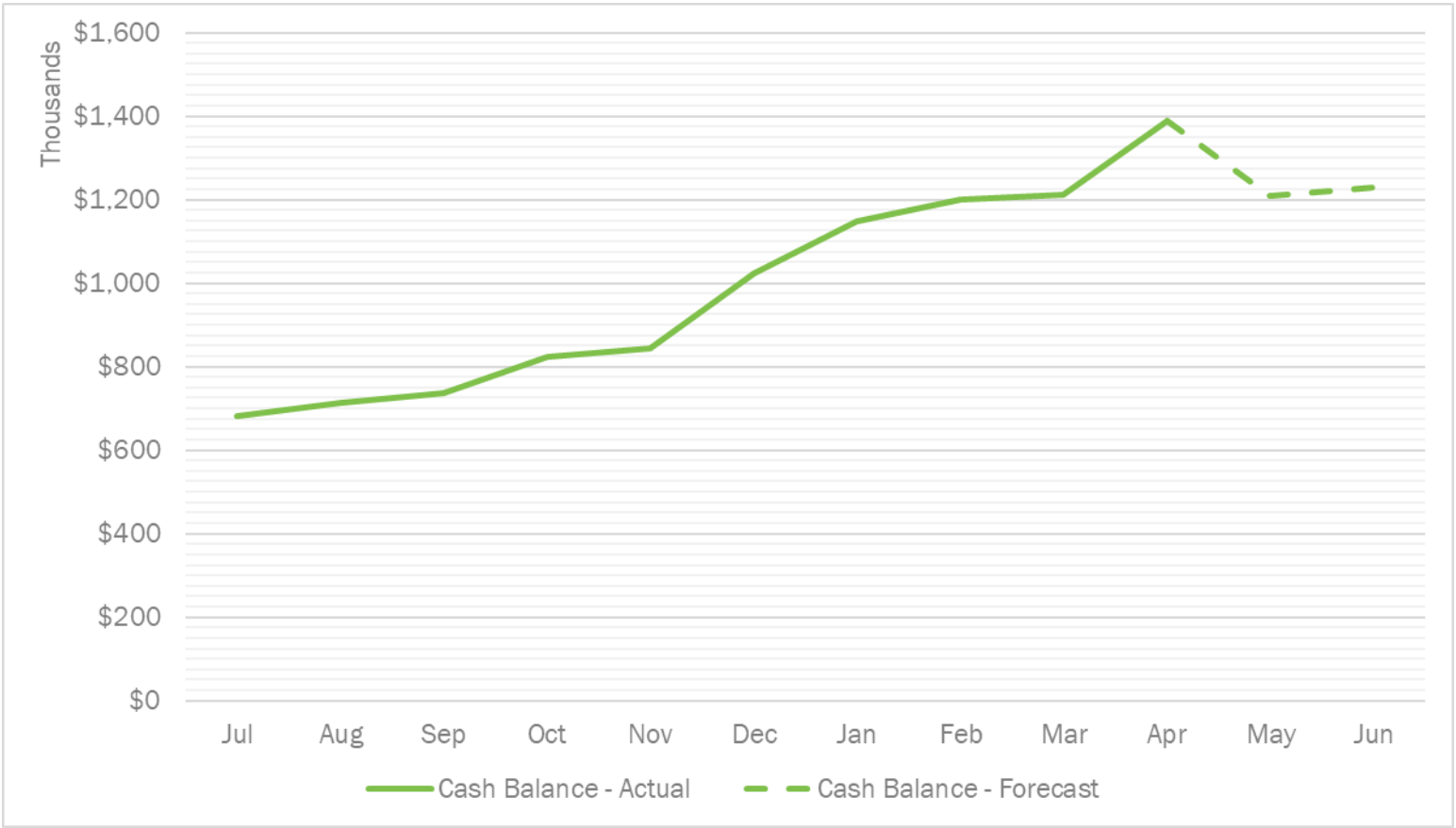
MSA-3 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is $510K



MSA-4 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is $1.2M



MSA-5 Monthly Cash Balance

Projected ending cash balance at 6/30/18 is $1.4M



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 $1.3M



MSA-SA Monthly Cash Balance

Projected ending cash balance at 6/30/18 is $826k



MSA-SD Monthly Cash Balance

Projected ending cash balance at 6/30/18 is $662K



MERF Monthly Cash Balance

Projected ending cash balance at 6/30/18 is $298K



April 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
	Apr FY2018	Apr FY2018	Apr FY2018	Apr FY2018	Apr FY2018	Apr FY2018	Apr FY2018	Apr FY2018	Apr FY2018	Apr FY2018	Apr FY2018	Apr FY2018
ASSETS												
Cash Balance	2,378,307	1,084,802	735,870	1,389,950	1,763,638	1,149,682	1,314,126	1,884,880	862,221	803,602	632,975	14,000,052
Accounts Receivable	49,219	41,581	43,747	17,331	17,504	15,905	28,846	48,118	28,254	47,972	463	338,940
Other Current Assets	-	-	-	-	-	-	4,000	-	19,690	25,000	16,000	64,690
Prepaids	-	-	-	-	6,547	-	1,100	72,759	-	20,000	722,206	822,611
Fixed Assets, Net	453,075	109,843	75,624	49,064	30,977	40,235	21,145	134,206	21,703,701	288,275	16,523	22,922,668
Investments	161,923	-	-	-	-	-	-	-	75,554	198,191	-	435,668
Due From Others	1,082,461	122,738	(23,518)	(1,903)	(8,090)	300,000	572	1,722,580	(2,256,302)	125,297	(166,718)	897,117
TOTAL ASSETS	**4,124,985**	**1,358,964**	**831,723**	**1,454,442**	**1,810,576**	**1,505,822**	**1,369,789**	**3,862,543**	**20,433,117**	**1,508,337**	**1,221,449**	**39,481,746**
LIABILITIES & EQUITY												
Accounts Payable	173,019	196,508	36,866	47,163	62,313	(2,811)	20,274	5,510	37,643	30,605	101,954	709,046
Due to Others	108,000	102	-	-	-	-	-	-	523,784	-	822,101	1,453,987
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Current Loans and Other Payables	96,030	116,862	59,759	31,829	53,259	40,350	83,103	82,530	125,118	8,687	122,108	819,634
Long-Term Loans and Other Liabilities	-	-	-	-	-	-	-	-	12,752,862	151,806	-	12,904,668
Beginning Net Assets	3,386,277	897,083	631,964	1,030,156	1,375,555	1,258,917	1,012,330	3,366,399	7,877,012	1,248,686	(766,777)	21,317,601
Net Income (Loss) to Date	361,658	148,409	103,134	345,295	319,449	209,365	254,082	408,105	(883,301)	68,553	942,063	2,276,811
TOTAL LIABILITIES & EQUITY	**4,124,985**	**1,358,964**	**831,723**	**1,454,442**	**1,810,576**	**1,505,822**	**1,369,789**	**3,862,543**	**20,433,117**	**1,508,337**	**1,221,449**	**39,481,746**

Intercompany Balances

Total cumulative intercompany payable/receivable was $5.1M at 04/30

Due To/From All Sites (excluding CMO Fees)*

Due From \ Due To	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	Total Due To
MSA-1		1,310	6,532	348	-	-	-	-	-	-	90,721	98,912
MSA-2	5,612		-	531	-	-	-	-	-	-	3,635	9,777
MSA-3	-	-		-	-	-	-	318	2,374	2,411	25,018	30,122
MSA-4	-	-	-		-	-	-	-	2,954	-	-	2,954
MSA-5	-	-	-	-		-	-	-	-	5,233	2,857	8,091
MSA-6	-	-	-	-	-		572	-	-	-	-	572
MSA-7	-	-	-	-	-	-		-	-	-	-	-
MSA-8	-	-	-	-	-	-	-		-	-	288	288
MSA-SA	75,554	-	-	-	-	-	-	-		-	2,206,660	2,282,214
MSA-SD	198,880	-	72	-	-	-	-	-	-		251	199,203
MERF	339,185	131,205	-	172	-	300,000	-	1,722,550	10,244	960		2,504,316
Total Due From	619,231	132,516	6,604	1,051	-	300,000	572	1,722,868	15,572	8,605	2,329,430	5,136,449
Total Due To	(98,912)	(9,777)	(30,122)	(2,954)	(8,091)	(572)	-	(288)	(2,282,214)	(199,203)	(2,504,316)	
Net Balance	**520,319**	**122,738**	**(23,518)**	**(1,903)**	**(8,091)**	**299,428**	**572**	**1,722,580**	**(2,266,642)**	**(190,599)**	**(174,886)**	

*This includes board approved loans and all other expenses and allocations

Intercompany Balances

Total FY17-18 intercompany payable/receivable was $644.8K at 04/30

Due To/From All Sites (excluding CMO Fees)*

Due From \ Due To	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD	MERF	Total Due To
MSA-1		1,310	-	-	-	-	-	-	-	-	-	31,975	33,286
MSA-2	5,612		531	-	-	-	-	-	-	-	-	330	6,472
MSA-3	-	-		-	-	-	-	318	-	-	-	-	318
MSA-4	-	-	-		-	-	-	-	-	-	-	-	-
MSA-5	-	-	-	-		-	-	-	-	-	-	2,857	2,857
MSA-6	-	-	-	-	-		572	-	-	-	-	-	572
MSA-7	-	-	-	-	-	-		-	-	-	-	-	-
MSA-8	-	-	-	-	-	-	-		-	-	-	288	288
MSA-SA	75,554	-	-	-	-	-	-	-		-	-	215,265	290,819
MSA-SC	-	-	-	-	-	-	-	-	-		-	-	-
MSA-SD	198,880	-	-	72	-	-	-	-	-	-		251	199,203
MERF	106,427	-	172	-	-	-	-	2,002	2,424	-	-	-	111,025
Total Due From	386,472	1,310	703	72	-	-	572	2,320	2,424	-	-	250,967	644,841
Total Due To	(33,286)	(6,472)	(318)	-	(2,857)	(572)	-	(288)	(290,819)	-	(199,203)	(111,025)	
Net Balance	**353,187**	**(5,162)**	**385**	**72**	**(2,857)**	**(572)**	**572**	**2,032**	**(288,395)**	**-**	**(199,203)**	**139,941**	

*This includes board approved loans and all other expenses and allocations

MSA-1
Budget vs. Actual - Restricted and Unrestricted
As of Apr 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	527,236	704,278	177,042	3,576,658	4,801,255	1,224,597	4,103,894	5,505,533	1,401,639
Federal Revenue	376,359	1,165,180	788,821	60,558	1,721	(58,837)	436,917	1,166,901	729,984
Other State Revenues	560,077	891,167	331,090	131,737	407,890	276,153	691,814	1,299,057	607,243
Local Revenues	47,496	118,832	71,336	9,830	(42,507)	(52,337)	57,326	76,325	18,999
Fundraising and Grants	41,802	-	(41,802)	13,204	58,185	44,981	55,006	58,185	3,179
Total Revenue	**1,552,970**	**2,879,457**	**1,326,487**	**3,791,987**	**5,226,544**	**1,434,557**	**5,344,957**	**8,106,001**	**2,761,044**
Expenses									
Compensation and Benefits	387,381	1,325,895	938,514	2,438,511	2,225,779	(212,732)	2,825,892	3,551,674	725,782
Books and Supplies	182,735	330,232	147,497	96,841	433,279	336,438	279,576	763,511	483,935
Services and Other Operating Expenditures	236,938	816,460	579,522	1,640,160	2,107,893	467,733	1,877,099	2,924,353	1,047,254
Depreciation	-	-	-	-	153,345	153,345	-	153,345	153,345
Other Outflows	-	-	-	732	-	(732)	732	-	(732)
Total Expenses	**807,055**	**2,472,587**	**1,665,532**	**4,176,244**	**4,920,296**	**744,051**	**4,983,299**	**7,392,883**	**2,409,583**
Operating Income	745,914	406,870	(339,044)	(384,257)	306,249	690,505	361,658	713,119	351,461

MSA-2
Budget vs. Actual - Restricted and Unrestricted
As of Apr 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	439,723	588,083	148,360	2,912,114	3,952,425	1,040,311	3,351,837	4,540,508	1,188,671
Federal Revenue	260,184	492,533	232,349	30,610	30,610	(0)	290,795	523,143	232,348
Other State Revenues	375,365	271,396	(103,969)	111,432	375,551	264,119	486,797	646,947	160,150
Local Revenues	39,811	205,868	166,057	84	(167,189)	(167,273)	39,896	38,679	(1,217)
Fundraising and Grants	24,405	-	(24,405)	1,701	23,464	21,763	26,107	23,464	(2,643)
Total Revenue	**1,139,488**	**1,557,880**	**418,392**	**3,055,942**	**4,214,861**	**1,158,919**	**4,195,430**	**5,772,741**	**1,577,311**
Expenses									
Compensation and Benefits	674,005	1,116,895	442,890	1,705,350	2,062,754	357,404	2,379,355	3,179,649	800,294
Books and Supplies	179,271	299,652	120,381	98,565	321,166	222,601	277,836	620,818	342,982
Services and Other Operating Expenditures	141,279	188,352	47,073	1,201,003	1,638,653	437,650	1,342,282	1,827,005	484,723
Depreciation	-	(0)	(0)	46,958	51,413	4,456	46,958	51,413	4,455
Total Expenses	**994,555**	**1,604,899**	**610,343**	**3,052,466**	**4,073,986**	**1,021,520**	**4,047,022**	**5,678,885**	**1,631,863**
Operating Income	144,933	(47,019)	(191,952)	3,476	140,875	137,399	148,409	93,856	(54,553)

MSA-3
Budget vs. Actual - Restricted and Unrestricted
As of Apr 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	447,233	568,118	120,885	2,954,907	3,836,005	881,098	3,402,140	4,404,123	1,001,983
Federal Revenue	200,603	492,122	291,519	8,294	23,994	15,700	208,896	516,116	307,220
Other State Revenues	472,484	378,418	(94,066)	109,991	370,701	260,710	582,474	749,119	166,645
Local Revenues	48,031	244,060	196,029	7,410	(198,694)	(206,104)	55,442	45,366	(10,076)
Fundraising and Grants	26,095	-	(26,095)	2	14,735	14,733	26,098	14,735	(11,363)
Total Revenue	**1,194,446**	**1,682,718**	**488,272**	**3,080,604**	**4,046,741**	**966,137**	**4,275,050**	**5,729,459**	**1,454,409**
Expenses									
Compensation and Benefits	493,336	1,083,021	589,685	1,868,604	1,801,860	(66,744)	2,361,940	2,884,881	522,941
Books and Supplies	118,491	294,156	175,665	106,409	335,498	229,089	224,900	629,654	404,754
Services and Other Operating Expenditures	223,148	299,721	76,573	1,330,101	1,799,784	469,683	1,553,249	2,099,505	546,256
Depreciation	-	-	-	31,827	19,096	(12,731)	31,827	19,096	(12,731)
Other Outflows	-	-	-	-	-	-	-	-	-
Total Expenses	**834,975**	**1,676,898**	**841,923**	**3,336,941**	**3,956,238**	**619,297**	**4,171,916**	**5,633,136**	**1,461,220**
Operating Income	359,471	5,820	(353,651)	(256,337)	90,503	346,840	103,134	96,323	(6,811)

MSA-4
Budget vs. Actual - Restricted and Unrestricted
As of Apr 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	176,182	227,392	51,210	1,165,394	1,470,433	305,039	1,341,576	1,697,825	356,249
Federal Revenue	135,156	211,209	76,053	7,596	28,960	21,364	142,752	240,169	97,417
Other State Revenues	294,889	106,103	(188,786)	35,879	267,915	232,036	330,769	374,018	43,249
Local Revenues	26,557	103,029	76,472	-	(76,083)	(76,083)	26,557	26,946	389
Fundraising and Grants	5,910	-	(5,910)	-	5,517	5,517	5,910	5,517	(393)
Total Revenue	**638,694**	**647,733**	**9,039**	**1,208,869**	**1,696,742**	**487,873**	**1,847,563**	**2,344,475**	**496,912**
Expenses									
Compensation and Benefits	114,105	410,530	296,425	735,957	674,734	(61,223)	850,062	1,085,264	235,202
Books and Supplies	48,373	59,888	11,515	43,325	320,139	276,814	91,698	380,027	288,329
Services and Other Operating Expenditures	105,142	237,219	132,077	449,816	598,060	148,244	554,958	835,279	280,321
Depreciation	-	-	-	13,050	15,656	2,606	13,050	15,656	2,606
Other Outflows	-	-	-	1,660	-	(1,660)	1,660	-	(1,660)
Total Expenses	**267,620**	**707,637**	**440,017**	**1,243,807**	**1,608,589**	**364,782**	**1,511,428**	**2,316,226**	**804,798**
Operating Income	371,074	(59,904)	(430,978)	(34,939)	88,153	123,092	336,135	28,249	(307,886)

MSA-5
Budget vs. Actual - Restricted and Unrestricted
As of Apr 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	201,115	261,182	60,067	1,265,304	1,697,410	432,106	1,466,419	1,958,592	492,173
Federal Revenue	142,282	218,092	75,810	15,116	28,391	13,275	157,397	246,483	89,086
Other State Revenues	318,425	153,766	(164,659)	31,766	270,091	238,325	350,191	423,857	73,666
Local Revenues	104,971	66,891	(38,080)	-	81,713	81,713	104,971	148,604	43,633
Fundraising and Grants	-	-	-	-	2,017	2,017	-	2,017	2,017
Total Revenue	**766,793**	**699,931**	**(66,862)**	**1,312,185**	**2,079,622**	**767,436**	**2,078,978**	**2,779,553**	**700,575**
Expenses									
Compensation and Benefits	135,539	458,722	323,183	1,027,826	1,001,363	(26,463)	1,163,365	1,460,085	296,720
Books and Supplies	69,235	32,555	(36,680)	75,309	451,655	376,346	144,544	484,210	339,666
Services and Other Operating Expenditures	93,000	226,297	133,297	344,569	483,049	138,480	437,569	709,346	271,777
Depreciation	-	0	0	14,330	18,908	4,578	14,330	18,908	4,578
Other Outflows	-	-	-	-	-	-	-	-	-
Total Expenses	**297,774**	**717,574**	**419,800**	**1,462,034**	**1,954,975**	**492,941**	**1,759,809**	**2,672,549**	**912,740**
Operating Income	469,019	(17,643)	(486,662)	(149,849)	124,647	274,496	319,170	107,004	(212,166)

MSA-6
Budget vs. Actual - Restricted and Unrestricted
As of Apr 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	151,387	198,089	46,702	1,005,694	1,292,422	286,728	1,157,081	1,490,511	333,430
Federal Revenue	91,981	153,351	61,370	25,447	22,200	(3,247)	117,428	175,551	58,123
Other State Revenues	174,622	171,048	(3,574)	40,696	117,219	76,523	215,319	288,267	72,948
Local Revenues	7,430	11,308	3,878	4,769	(2,678)	(7,447)	12,199	8,630	(3,569)
Fundraising and Grants	15,949	-	(15,949)	172	14,749	14,577	16,121	14,749	(1,372)
Total Revenue	**441,370**	**533,796**	**92,426**	**1,076,778**	**1,443,912**	**367,134**	**1,518,148**	**1,977,708**	**459,560**
Expenses									
Compensation and Benefits	75,551	328,114	252,563	771,695	854,062	82,367	847,246	1,182,176	334,930
Books and Supplies	37,772	73,838	36,066	33,385	122,607	89,222	71,157	196,445	125,288
Services and Other Operating Expenditures	65,754	135,046	69,292	301,646	379,510	77,864	367,400	514,556	147,156
Depreciation	-	-	-	16,482	28,726	12,244	16,482	28,726	12,244
Other Outflows	-	-	-	1,730	-	(1,730)	1,730	-	(1,730)
Total Expenses	**179,078**	**536,998**	**357,920**	**1,124,936**	**1,384,905**	**259,969**	**1,304,014**	**1,921,903**	**617,889**
Operating Income	262,292	(3,202)	(265,494)	(48,158)	59,007	107,165	214,134	55,805	(158,329)

MSA-7
Budget vs. Actual - Restricted and Unrestricted
As of Apr 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	258,383	330,075	71,692	1,747,380	2,244,235	496,855	2,005,763	2,574,310	568,547
Federal Revenue	160,911	251,998	91,087	24,838	-	(24,838)	185,749	251,998	66,249
Other State Revenues	595,305	503,884	(91,421)	66,907	298,827	231,920	662,212	802,711	140,499
Local Revenues	51,744	84,524	32,780	328	(31,413)	(31,741)	52,072	53,111	1,039
Fundraising and Grants	15,745	(0)	(15,745)	41	12,898	12,857	15,786	12,898	(2,888)
Total Revenue	**1,082,088**	**1,170,481**	**88,393**	**1,839,494**	**2,524,547**	**685,053**	**2,921,582**	**3,695,028**	**773,445**
Expenses									
Compensation and Benefits	395,664	570,194	174,530	943,502	1,101,842	158,340	1,339,166	1,672,036	332,870
Books and Supplies	70,833	118,029	47,196	76,988	301,239	224,251	147,821	419,268	271,447
Services and Other Operating Expenditures	239,258	482,258	243,000	924,838	986,994	62,156	1,164,096	1,469,252	305,156
Depreciation	-	-	-	16,905	44,909	28,004	16,905	44,909	28,004
Total Expenses	**705,755**	**1,170,481**	**464,726**	**1,961,746**	**2,434,984**	**473,238**	**2,667,501**	**3,605,465**	**937,964**
Operating Income	376,333	(0)	(376,333)	(122,251)	89,563	211,814	254,082	89,563	(164,519)

MSA-8
Budget vs. Actual - Restricted and Unrestricted
As of Apr 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	455,487	587,800	132,313	3,046,615	3,938,041	891,426	3,502,102	4,525,841	1,023,739
Federal Revenue	207,131	336,842	129,712	-	-	-	207,131	336,842	129,712
Other State Revenues	495,644	456,297	(39,347)	83,272	384,579	301,307	578,916	840,876	261,960
Local Revenues	42,973	114,656	71,683	132	(71,684)	(71,816)	43,105	42,972	(133)
Fundraising and Grants	22,494	(0)	(22,494)	-	22,236	22,236	22,494	22,236	(258)
Total Revenue	**1,223,728**	**1,495,595**	**271,867**	**3,130,019**	**4,273,172**	**1,143,153**	**4,353,748**	**5,768,767**	**1,415,020**
Expenses									
Compensation and Benefits	411,407	1,138,279	726,872	1,677,966	1,616,517	(61,449)	2,089,373	2,754,796	665,423
Books and Supplies	87,639	56,639	(31,000)	156,889	586,596	429,707	244,528	643,235	398,707
Services and Other Operating Expenditures	220,686	300,676	79,990	1,334,637	1,905,445	570,808	1,555,323	2,206,121	650,798
Depreciation	-	-	-	56,505	96,064	39,559	56,505	96,064	39,559
Total Expenses	**719,731**	**1,495,594**	**775,863**	**3,225,911**	**4,204,622**	**978,711**	**3,945,643**	**5,700,216**	**1,754,573**
Operating Income	503,997	1	(503,996)	(95,892)	68,550	164,442	408,105	68,551	(339,554)

MSA-SA
Budget vs. Actual - Restricted and Unrestricted
As of Apr 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	105,448	142,080	36,632	4,771,472	6,651,433	1,879,961	4,876,920	6,793,513	1,916,593
Federal Revenue	376,579	601,480	224,901	61,049	61,049	(0)	437,628	662,529	224,901
Other State Revenues	345,253	422,496	77,243	118,120	216,334	98,214	463,372	638,830	175,458
Local Revenues	50,391	362,084	311,693	5,017	(305,361)	(310,378)	55,408	56,723	1,315
Fundraising and Grants	42,324	-	(42,324)	120	48,358	48,238	42,444	48,358	5,914
Total Revenue	**919,994**	**1,528,140**	**608,146**	**4,955,778**	**6,671,813**	**1,716,035**	**5,875,772**	**8,199,953**	**2,324,181**
Expenses									
Compensation and Benefits	581,934	922,871	340,937	3,297,501	3,570,524	273,023	3,879,435	4,493,395	613,960
Books and Supplies	245,349	386,089	140,740	253,917	291,450	37,533	499,267	677,539	178,272
Services and Other Operating Expenditures	223,383	256,954	33,571	1,406,668	2,067,990	661,322	1,630,052	2,324,944	694,892
Depreciation	-	0	0	331,028	505,350	174,322	331,028	505,350	174,322
Other Outflows	85,980	0	(85,980)	333,313	173,107	(160,205)	419,292	173,108	(246,185)
Total Expenses	**1,136,647**	**1,565,914**	**429,268**	**5,622,427**	**6,608,421**	**985,994**	**6,759,074**	**8,174,336**	**1,415,262**
Operating Income	(216,652)	(37,774)	178,878	(666,649)	63,392	730,041	(883,302)	25,617	908,919

MSA-SD
Budget vs. Actual - Restricted and Unrestricted
As of Apr 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	59,003	77,858	18,855	2,377,070	2,882,227	505,157	2,436,073	2,960,085	524,012
Federal Revenue	40,073	131,511	91,438	10,070	-	(10,070)	50,142	131,511	81,368
Other State Revenues	392,053	299,994	(92,059)	98,824	335,861	237,037	490,877	635,855	144,978
Local Revenues	42,884	11,804	(31,080)	2,496	63,631	61,135	45,380	75,435	30,055
Fundraising and Grants	29,876	-	(29,876)	627	33,051	32,424	30,503	33,051	2,548
Total Revenue	**563,889**	**521,167**	**(42,722)**	**2,489,087**	**3,314,770**	**825,683**	**3,052,976**	**3,835,936**	**782,961**
Expenses									
Compensation and Benefits	279,093	355,385	76,292	1,510,846	1,843,875	333,029	1,789,939	2,199,260	409,321
Books and Supplies	19,780	52,002	32,222	43,909	278,562	234,653	63,689	330,564	266,875
Services and Other Operating Expenditures	112,186	196,001	83,815	975,613	1,241,065	265,452	1,087,799	1,437,066	349,267
Depreciation	-	0	0	37,183	30,295	(6,888)	37,183	30,295	(6,887)
Total Expenses	**411,058**	**603,388**	**192,330**	**2,573,365**	**3,393,797**	**820,432**	**2,984,423**	**3,997,185**	**1,012,762**
Operating Income	152,831	(82,221)	(235,052)	(84,278)	(79,027)	5,251	68,553	(161,248)	(229,801)

MPS
Income Statement
As of Apr FY2018

	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	27,643,805	38,117,866	36,393,367	36,330,418	(62,949)	(1,787,448)	8,686,613
Federal Revenue	2,286,436	4,008,196	4,336,767	4,309,839	(26,928)	301,643	2,023,403
Other State Revenues	4,852,741	4,320,287	6,842,814	6,960,228	117,414	2,639,941	2,107,487
Local Revenues	5,647,365	6,843,121	7,045,162	7,049,859	4,697	206,739	1,402,494
Fundraising and Grants	345,698	218,766	388,485	395,895	7,410	177,129	50,197
Total Revenue	**40,776,045**	**53,508,235**	**55,006,595**	**55,046,239**	**39,645**	**1,538,004**	**14,270,194**
Expenses							
Compensation and Benefits	21,922,911	27,669,640	27,335,073	27,276,723	58,350	392,917	5,353,811
Books and Supplies	2,067,900	3,378,007	5,195,192	3,389,642	1,805,551	(11,635)	1,321,742
Services and Other Operating Expenditures	13,513,711	19,443,993	19,295,756	19,394,925	(99,169)	49,068	5,881,214
Depreciation	565,467	957,438	1,071,866	979,688	92,178	(22,251)	414,222
Other Outflows	429,246	173,107	399,641	399,641	-	(226,533)	(29,605)
Total Expenses	**38,499,234**	**51,622,185**	**53,297,528**	**51,440,618**	**1,856,909**	**181,566**	**12,941,384**
Operating Income	**2,276,811**	**1,886,051**	**1,709,067**	**3,605,621**	**1,896,554**	**1,719,570**	**1,328,810**
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	1,709,067	3,605,621			
Ending Fund Balance		**23,643,933**	**23,026,675**	**24,923,229**			

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Income Statement
As of Apr FY2018

	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
KEY ASSUMPTIONS							
Enrollment Summary							
K-3		465	428	428	-	(37)	
4-6		1,018	957	957	-	(61)	
7-8		1,608	1,569	1,569	-	(39)	
9-12		1,023	984	984	-	(39)	
Total Enrolled		**4,114**	**3,938**	**3,938**	**-**	(176)	
ADA %							
K-3		96.0%	95.9%	93.9%	-2.0%	-2.1%	
4-6		96.4%	96.2%	96.3%	0.0%	-0.1%	
7-8		96.6%	96.4%	96.2%	-0.2%	-0.4%	
9-12		96.0%	95.0%	94.3%	-0.7%	-1.7%	
Average ADA %		**96.3%**	**95.9%**	**95.5%**	**-0.5%**	**-0.9%**	
ADA							
K-3		446.40	410.64	401.92	(8.72)	(44.48)	
4-6		981.14	920.68	921.12	0.44	(60.02)	
7-8		1,553.99	1,512.19	1,509.69	(2.50)	(44.30)	
9-12		981.85	934.77	927.42	(7.35)	(54.43)	
Total ADA		**3,963.37**	**3,778.27**	**3,760.15**	**(18.12)**	**(203.22)**	

MPS
Income Statement
As of Apr FY2018

		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
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	16,965,848	24,258,647	22,646,177	22,641,589	(4,588)	(1,617,058)	5,675,741
8012	Education Protection Account Entitlement	2,821,197	3,829,460	3,791,117	3,781,774	(9,344)	(47,687)	960,577
8019	State Aid - Prior Years	(2,333)	-	(2,407)	(2,364)	43	(2,364)	(31)
8096	Charter Schools in Lieu of Property Taxes	7,859,092	10,029,759	9,958,479	9,909,419	(49,060)	(120,340)	2,050,327
	SUBTOTAL - LCFF Entitlement	**27,643,805**	**38,117,866**	**36,393,367**	**36,330,418**	**(62,949)**	**(1,787,448)**	**8,686,613**
Federal Revenue								
8181	Special Education - Entitlement	216,657	573,412	563,547	573,355	9,807	(57)	356,698
8220	Child Nutrition Programs	495,258	1,140,809	1,120,808	1,120,808	-	(20,001)	625,550
8291	Title I	1,066,543	1,199,068	1,461,115	1,424,438	(36,677)	225,370	357,895
8292	Title II	66,618	182,911	170,225	170,167	(58)	(12,744)	103,549
8293	Title III	68,931	50,886	73,598	73,598	-	22,712	4,667
8296	Other Federal Revenue	368,644	861,111	931,008	931,008	-	69,897	562,364
8297	PY Federal - Not Accrued	3,786	-	3,786	3,786	-	3,786	0
8299	All Other Federal Revenue	-	-	12,680	12,680	-	12,680	12,680
	SUBTOTAL - Federal Revenue	**2,286,436**	**4,008,196**	**4,336,767**	**4,309,839**	**(26,928)**	**301,643**	**2,023,403**
Other State Revenue								
8319	Other State Apportionments - Prior Years	70,392	-	76,235	76,239	4	76,239	5,847
8381	Special Education - Entitlement (State)	1,462,570	2,113,758	2,016,057	2,006,480	(9,576)	(107,277)	543,910
8382	Special Education Reimbursements (State) - MH	90,167	-	180,332	180,332	-	180,332	90,165
8520	Child Nutrition - State	41,107	97,696	97,696	97,696	-	(0)	56,589
8545	School Facilities Apportionments	293,623	662,833	656,481	786,983	130,502	124,151	493,360
8550	Mandated Cost Reimbursements	438,113	76,168	629,455	629,455	-	553,287	191,342
8560	State Lottery Revenue	405,139	760,764	732,985	729,469	(3,516)	(31,295)	324,330
8593	Prop 39 Clean Energy	1,794,362	-	1,794,362	1,794,362	-	1,794,362	-
8596	ASES	257,269	609,068	659,212	659,212	-	50,144	401,943
	SUBTOTAL - Other State Revenue	**4,852,741**	**4,320,287**	**6,842,814**	**6,960,228**	**117,414**	**2,639,941**	**2,107,487**
Local Revenue								
8634	Food Service Sales	39,003	34,703	41,371	45,871	4,500	11,168	6,868
8650	Leases and Rentals	-	7,000	7,000	7,000	-	-	7,000
8660	Interest	8,489	2,891	9,755	9,755	-	6,864	1,266

MPS
Income Statement
As of Apr FY2018

		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
8682	Summer Program	242,104	268,857	242,104	242,104	-	(26,753)	-
8690	Other Local Revenue	85,867	93,820	111,539	111,604	65	17,785	25,737
8693	Field Trips	37,440	43,000	61,100	61,100	-	18,100	23,660
8699	All Other Local Revenue	48,215	-	6,024	6,024	-	6,024	(42,191)
8701	CMO Fee - MSA-1	897,704	1,047,567	1,077,245	1,077,245	0	29,678	179,541
8702	CMO Fee - MSA-2	897,704	1,047,567	1,077,245	1,077,245	0	29,678	179,541
8703	CMO Fee - MSA-3	802,338	949,358	976,253	976,253	(0)	26,895	173,915
8704	CMO Fee - MSA-4	67,328	78,568	80,793	80,793	(0)	2,225	13,465
8705	CMO Fee - MSA-5	80,422	78,568	80,793	80,793	(0)	2,225	371
8706	CMO Fee - MSA-6	73,875	78,568	80,793	80,793	(0)	2,225	6,918
8707	CMO Fee - MSA-7	448,852	654,729	538,623	538,623	0	(116,106)	89,771
8708	CMO Fee - MSA-8	897,704	1,047,567	1,077,245	1,077,245	0	29,678	179,541
8709	CMO Fee - MSA-SA	611,081	1,047,567	1,077,245	1,077,245	0	29,678	466,165
8712	CMO Fee - MSA-SD	272,177	362,792	326,613	326,613	0	(36,179)	54,436
8714	SpEd Option 3	69,366	-	119,000	119,000	-	119,000	49,634
8715	Option 3	52,442	-	52,442	52,442	-	52,442	(1)
8720	Revenue Program 20	2,111	-	1,978	2,110	132	2,110	(1)
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0
8999	Uncategorized Revenue	13,142	-	-	-	-	-	(13,142)
	SUBTOTAL - Local Revenue	**5,647,365**	**6,843,121**	**7,045,162**	**7,049,859**	**4,697**	**206,739**	**1,402,494**
	Fundraising and Grants							
8801	Donations - Parents	-	2,507	-	-	-	(2,507)	-
8802	Donations - Private	130,810	75,179	190,788	180,115	(10,673)	104,936	49,305
8803	Fundraising	214,888	141,080	197,697	215,780	18,083	74,700	892
	SUBTOTAL - Fundraising and Grants	**345,698**	**218,766**	**388,485**	**395,895**	**7,410**	**177,129**	**50,197**
	TOTAL REVENUE	**40,776,045**	**53,508,235**	**55,006,595**	**55,046,239**	**39,645**	**1,538,004**	**14,270,194**

MPS
Income Statement
As of Apr FY2018

		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
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	9,470,875	12,051,883	11,984,512	11,928,794	55,718	123,090	2,457,919
1300	Certificated Supervisor & Administrator Salaries	2,951,481	4,080,721	3,733,719	3,679,173	54,546	401,548	727,693
	SUBTOTAL - Certificated Salaries	**12,422,355**	**16,132,604**	**15,718,231**	**15,607,967**	**110,264**	**524,637**	**3,185,612**
Classified Salaries								
2400	Classified Clerical & Office Salaries	2,335,463	3,036,624	2,751,589	2,751,589	-	285,035	416,126
2900	Classified Other Salaries	1,848,329	1,685,474	2,080,262	2,135,796	(55,534)	(450,321)	287,466
	SUBTOTAL - Classified Salaries	**4,183,792**	**4,722,099**	**4,831,851**	**4,887,385**	**(55,534)**	**(165,286)**	**703,593**
Employee Benefits								
3100	STRS	1,775,052	2,240,359	2,177,811	2,172,379	5,432	67,980	397,327
3200	PERS	379,657	494,798	487,708	492,018	(4,309)	2,781	112,361
3300	OASDI-Medicare-Alternative	489,669	621,733	626,755	624,902	1,853	(3,169)	135,233
3400	Health & Welfare Benefits	2,350,488	3,033,544	3,057,314	3,057,314	-	(23,769)	706,825
3500	Unemployment Insurance	35,478	76,057	48,312	48,285	28	27,773	12,807
3600	Workers Comp Insurance	229,002	234,824	231,394	230,778	616	4,046	1,776
3700	Retiree Benefits	11,878	-	-	-	-	-	(11,878)
3900	Other Employee Benefits	45,540	113,621	155,697	155,697	-	(42,076)	110,157
	SUBTOTAL - Employee Benefits	**5,316,764**	**6,814,937**	**6,784,991**	**6,781,371**	**3,620**	**33,566**	**1,464,607**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	172,825	214,820	243,199	242,199	1,000	(27,379)	69,374
4200	Books & Other Reference Materials	15,219	47,030	37,530	37,530	-	9,500	22,311
4315	Custodial Supplies	27,815	65,480	55,480	55,480	-	10,000	27,665
4320	Educational Software	314,040	265,718	376,379	376,379	-	(110,661)	62,339
4325	Instructional Materials & Supplies	145,055	275,713	316,004	309,554	6,450	(33,841)	164,499
4326	Art & Music Supplies	14,616	39,766	30,791	30,291	500	9,475	15,675
4330	Office Supplies	103,325	70,549	123,381	125,880	(2,499)	(55,331)	22,554
4335	PE Supplies	12,105	67,060	25,359	27,559	(2,200)	39,501	15,454
4340	Professional Development Supplies	-	250	250	250	-	-	250
4345	Non Instructional Student Materials & Supplies	33,422	73,755	64,503	62,140	2,363	11,615	28,718

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
4346	Teacher Supplies	9,022	24,460	21,538	21,538	-	2,922	12,515
4350	Uniforms	6,146	5,515	8,683	9,296	(613)	(3,781)	3,150
4351	Yearbook	1,857	2,260	3,760	3,760	-	(1,500)	1,903
4361	PY Supplies Expenses (not accrued)	7,857	-	8,770	8,770	-	(8,770)	913
4400	Noncapitalized Equipment	54,933	109,756	1,893,492	87,328	1,806,164	22,427	32,395
4410	Classroom Furniture, Equipment & Supplies	55,893	109,128	116,695	116,695	-	(7,567)	60,802
4420	Computers (individual items less than $5k)	34,420	67,000	69,034	69,034	-	(2,034)	34,614
4430	Non Classroom Related Furniture, Equipment & Supplies	19,062	55,869	52,868	52,868	-	3,001	33,806
4700	Food	-	1,787,438	1,000	1,000	-	1,786,438	1,000
4710	Student Food Services	994,637	-	1,651,958	1,657,571	(5,614)	(1,657,571)	662,934
4720	Other Food	45,651	96,440	94,521	94,521	-	1,919	48,870
	SUBTOTAL - Books and Supplies	**2,067,900**	**3,378,007**	**5,195,192**	**3,389,642**	**1,805,551**	**(11,635)**	**1,321,742**
	Services & Other Operating Expenses							
5101	CMO Fees	-	6,392,850	-	-	-	6,392,850	-
5200	Travel & Conferences	4,582	9,120	9,884	12,884	(3,000)	(3,764)	8,302
5210	Conference Fees	9,009	101,435	98,092	100,092	(2,000)	1,343	91,083
5215	Travel - Mileage, Parking, Tolls	45,616	104,650	103,061	103,061	-	1,589	57,445
5220	Travel and Lodging	17,699	117,341	120,746	120,746	-	(3,405)	103,048
5300	Dues & Memberships	54,306	78,077	78,813	78,813	-	(736)	24,507
5450	Insurance - Other	196,186	207,148	229,563	229,563	-	(22,415)	33,377
5500	Operations & Housekeeping	110,886	213,191	224,211	224,211	-	(11,020)	113,326
5510	Utilities - Gas and Electric	156,239	249,548	249,548	246,548	3,000	3,000	90,309
5605	Equipment Leases	167,373	203,818	221,202	226,100	(4,898)	(22,282)	58,727
5610	Rent	1,692,155	2,595,983	1,902,011	1,902,011	-	693,973	209,856
5611	Prop 39 Related Costs	561,770	1,001,614	926,682	926,682	-	74,932	364,912
5615	Repairs and Maintenance - Building	98,053	180,094	184,516	180,016	4,500	78	81,963
5617	Repairs and Maintenance - Other Equipment	6,312	15,970	27,470	27,470	-	(11,500)	21,158
5803	Accounting Fees	51,273	124,409	142,912	135,088	7,824	(10,679)	83,815
5809	Banking Fees	2,363	34,765	23,906	23,606	300	11,159	21,243
5812	Business Services	580,760	700,000	700,000	700,000	-	-	119,240
5813	School Programs - After School Program	488,329	617,781	672,434	672,434	-	(54,653)	184,105
5814	School Programs - Academic Competitions	33,670	31,496	49,606	48,560	1,047	(17,064)	14,890
5819	School Programs - Other	94,061	65,518	86,481	106,628	(20,147)	(41,110)	12,567
5820	Consultants - Non Instructional	43,187	143,047	118,047	118,047	-	25,000	74,861
5822	Other Professional Services	981,607	1,188,857	1,296,276	1,295,134	1,142	(106,277)	313,527

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
5824	District Oversight Fees	197,671	379,832	363,934	363,304	629	16,528	165,633
5830	Field Trips Expenses	130,644	185,900	204,200	207,200	(3,000)	(21,300)	76,556
5833	Fines and Penalties	22,334	1,518	13,542	22,028	(8,486)	(20,510)	(306)
5843	Interest - Loans Less than 1 Year	45,500	-	45,500	45,500	-	(45,500)	-
5845	Legal Fees	320,409	574,000	731,000	730,021	979	(156,021)	409,612
5848	Licenses and Other Fees	31,282	-	33,412	33,412	-	(33,412)	2,130
5851	Marketing and Student Recruiting	66,294	182,710	170,656	170,656	-	12,054	104,362
5857	Payroll Fees	131,758	196,902	195,595	195,595	-	1,307	63,837
5858	CMO Fees Expense	5,307,004	-	6,392,848	6,392,848	-	(6,392,848)	1,085,844
5861	Prior Yr Exp (not accrued)	(206,122)	-	89,259	89,259	-	(89,259)	295,381
5863	Professional Development	114,738	366,414	354,535	341,535	13,000	24,879	226,797
5864	Professional Development - Tuition Reimbursement	74,146	454,750	408,650	408,650	-	46,100	334,505
5869	Special Education Contract Instructors	614,451	993,023	933,857	933,857	-	59,167	319,406
5872	Special Education Encroachment	174,358	295,407	262,423	262,066	358	33,341	87,708
5875	Staff Recruiting	10,826	17,300	17,300	17,300	-	-	6,474
5884	Substitutes	480,127	422,960	551,934	642,352	(90,418)	(219,392)	162,225
5887	Technology Services	410,612	800,118	810,977	810,977	-	(10,859)	400,365
5893	Transportation - Student	56,483	69,010	62,000	62,000	-	7,010	5,517
5898	Bad Debt Expense	12,219	2,559	2,559	2,559	-	0	(9,660)
5899	Miscellaneous Operating Expenses	34	0	0	0	-	0	(34)
5900	Communications	87,532	45,340	106,578	107,578	(1,000)	(62,238)	20,045
5915	Postage and Delivery	35,980	79,536	79,536	78,536	1,000	1,000	42,556
	SUBTOTAL - Services & Other Operating Exp.	**13,513,711**	**19,443,993**	**19,295,756**	**19,394,925**	**(99,169)**	**49,068**	**5,881,214**
	Capital Outlay & Depreciation							
6200	Buildings & Improvement of Buildings	0	-	-	-	-	-	(0)
6900	Depreciation	565,467	957,438	1,071,866	979,688	92,178	(22,251)	414,222
	SUBTOTAL - Capital Outlay & Depreciation	**565,467**	**957,438**	**1,071,866**	**979,688**	**92,178**	**(22,251)**	**414,222**
	Other Outflows							
7438	Long term debt - Interest	408,911	173,107	399,641	399,641	-	(226,533)	(9,270)
7999	Uncategorized Expense	20,335	-	-	-	-	-	(20,335)
	SUBTOTAL - Other Outflows	**429,246**	**173,107**	**399,641**	**399,641**	**-**	**(226,533)**	**(29,605)**
	TOTAL EXPENSES	**38,499,234**	**51,622,185**	**53,297,528**	**51,440,618**	**1,856,909**	**181,566**	**12,941,384**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
SUMMARY							
Revenue							
LCFF Entitlement	4,103,894	5,459,002	5,505,969	5,511,579	5,610	52,577	1,407,685
Federal Revenue	436,917	1,088,351	1,178,487	1,184,438	5,951	96,087	747,521
Other State Revenues	691,814	890,794	1,277,227	1,363,612	86,385	472,817	671,798
Local Revenues	57,327	69,650	76,325	76,325	-	6,675	18,999
Fundraising and Grants	55,006	65,000	58,185	58,185	-	(6,815)	3,179
Total Revenue	**5,344,957**	**7,572,797**	**8,096,193**	**8,194,139**	**97,946**	**621,341**	**2,849,182**
Expenses							
Compensation and Benefits	2,825,892	3,515,834	3,551,837	3,559,306	(7,469)	(43,472)	733,414
Books and Supplies	279,576	514,102	764,620	507,274	257,346	6,829	227,697
Services and Other Operating Expenditures	1,877,099	3,276,235	2,935,345	2,940,401	(5,056)	335,834	1,063,302
Depreciation	-	153,345	160,174	160,174	-	(6,829)	160,174
Other Outflows	732	-	-	-	-	-	(732)
Total Expenses	**4,983,299**	**7,459,516**	**7,411,976**	**7,167,154**	**244,821**	**292,362**	**2,183,855**
Operating Income	**361,658**	**113,281**	**684,217**	**1,026,984**	**342,767**	**913,703**	**665,326**
Fund Balance							
Beginning Balance (Unaudited)		3,592,121	3,592,121	3,592,121			
Audit Adjustment		-	(205,846)	(205,846)			
Operating Income		113,281	684,217	1,026,984			
Ending Fund Balance		**3,705,403**	**4,070,492**	**4,413,260**			

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		85	88	88	-	3	
7-8		160	168	168	-	8	
9-12		295	287	287	-	(8)	
Total Enrolled		**540**	**543**	**543**	**-**	3	
ADA %							
4-6		95.9%	95.9%	96.6%	0.7%	0.7%	
7-8		97.0%	97.0%	97.2%	0.2%	0.2%	
9-12		95.8%	96.3%	95.7%	-0.6%	-0.2%	
Average ADA %		**96.2%**	**96.4%**	**96.3%**	**-0.1%**	**0.1%**	
ADA							
4-6		81.53	84.41	85.05	0.64	3.52	
7-8		155.18	162.94	163.26	0.32	8.08	
9-12		282.66	276.29	274.54	(1.75)	(8.12)	
Total ADA		**519.37**	**523.64**	**522.85**	**(0.79)**	**3.48**	

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	2,611,780	3,652,173	3,624,833	3,633,281	8,448	(18,892)	1,021,501
8012	Education Protection Account Entitlement	527,236	704,485	725,856	724,761	(1,095)	20,276	197,525
8019	State Aid - Prior Years	36	-	36	36	-	36	-
8096	Charter Schools in Lieu of Property Taxes	964,842	1,102,345	1,155,244	1,153,501	(1,743)	51,157	188,659
	SUBTOTAL - LCFF Entitlement	**4,103,894**	**5,459,002**	**5,505,969**	**5,511,579**	**5,610**	**52,577**	**1,407,685**
Federal Revenue								
8181	Special Education - Entitlement	-	67,625	67,625	69,924	2,299	2,299	69,924
8220	Child Nutrition Programs	103,373	232,339	232,339	232,339	-	-	128,965
8291	Title I	195,965	185,886	230,605	234,271	3,666	48,385	38,306
8292	Title II	12,835	29,415	25,745	25,731	(14)	(3,684)	12,896
8293	Title III	63,772	50,886	68,439	68,439	-	17,553	4,667
8296	Other Federal Revenue	59,251	522,200	552,013	552,013	-	29,813	492,762
8297	PY Federal - Not Accrued	1,721	-	1,721	1,721	-	1,721	0
	SUBTOTAL - Federal Revenue	**436,917**	**1,088,351**	**1,178,487**	**1,184,438**	**5,951**	**96,087**	**747,521**
Other State Revenue								
8319	Other State Apportionments - Prior Years	11,598	-	11,595	11,598	3	11,598	-
8381	Special Education - Entitlement (State)	147,028	266,958	269,151	268,745	(406)	1,787	121,717
8382	Special Education Reimbursements (State) - MH	3,708	-	7,415	7,415	-	7,415	3,707
8520	Child Nutrition - State	8,646	19,443	19,443	19,443	-	-	10,796
8545	School Facilities Apportionments	169,671	389,530	438,679	525,621	86,942	136,091	355,950
8550	Mandated Cost Reimbursements	67,201	15,171	92,754	92,754	-	77,584	25,553
8560	State Lottery Revenue	56,872	99,693	101,586	101,433	(153)	1,740	44,561
8593	Prop 39 Clean Energy	227,090	-	227,090	227,090	-	227,090	-
8596	ASES	-	100,000	109,513	109,513	-	9,513	109,513
	SUBTOTAL - Other State Revenue	**691,814**	**890,794**	**1,277,227**	**1,363,612**	**86,385**	**472,817**	**671,798**
Local Revenue								
8634	Food Service Sales	5,838	7,852	7,852	7,852	-	-	2,015
8682	Summer Program	38,473	31,798	38,473	38,473	-	6,675	-
8690	Other Local Revenue	11,432	30,000	30,000	30,000	-	-	18,568
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
8999	Uncategorized Revenue	1,584	-	-	-	-	-	(1,584)
	SUBTOTAL - Local Revenue	**57,327**	**69,650**	**76,325**	**76,325**	**-**	**6,675**	**18,999**
Fundraising and Grants								
8802	Donations - Private	10,919	30,000	18,098	14,098	(4,000)	(15,902)	3,179
8803	Fundraising	44,087	35,000	40,087	44,087	4,000	9,087	-
	SUBTOTAL - Fundraising and Grants	**55,006**	**65,000**	**58,185**	**58,185**	**(0)**	**(6,815)**	**3,179**
TOTAL REVENUE		**5,344,957**	**7,572,797**	**8,096,193**	**8,194,139**	**97,946**	**621,341**	**2,849,182**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	1,439,007	1,795,223	1,819,076	1,821,908	(2,832)	(26,685)	382,901
1300	Certificated Supervisor & Administrator Salaries	364,194	466,687	502,657	448,112	54,546	18,575	83,918
	SUBTOTAL - Certificated Salaries	**1,803,201**	**2,261,910**	**2,321,733**	**2,270,020**	**51,714**	**(8,110)**	**466,819**
Classified Salaries								
2400	Classified Clerical & Office Salaries	111,042	180,035	139,360	139,360	-	40,675	28,318
2900	Classified Other Salaries	217,081	214,840	222,696	277,242	(54,546)	(62,402)	60,161
	SUBTOTAL - Classified Salaries	**328,123**	**394,875**	**362,056**	**416,602**	**(54,546)**	**(21,727)**	**88,479**
Employee Benefits								
3100	STRS	258,048	312,448	313,062	313,471	(409)	(1,023)	55,423
3200	PERS	44,671	54,365	60,547	64,702	(4,156)	(10,338)	20,031
3300	OASDI-Medicare-Alternative	51,247	68,997	70,799	70,840	(41)	(1,843)	19,593
3400	Health & Welfare Benefits	301,758	362,486	366,837	366,837	-	(4,351)	65,079
3500	Unemployment Insurance	14,336	28,428	26,583	26,583	-	1,845	12,246
3600	Workers Comp Insurance	24,508	29,915	30,219	30,251	(32)	(336)	5,743
3900	Other Employee Benefits	-	2,411	-	-	-	2,411	-
	SUBTOTAL - Employee Benefits	**694,568**	**859,049**	**868,047**	**872,684**	**(4,637)**	**(13,635)**	**178,116**
Books & Supplies								
4200	Books & Other Reference Materials	1,601	10,000	10,000	10,000	-	-	8,399
4315	Custodial Supplies	12,498	20,000	20,000	20,000	-	-	7,502
4320	Educational Software	47,844	43,000	57,711	57,711	-	(14,711)	9,866
4325	Instructional Materials & Supplies	18,985	55,000	61,648	55,648	6,000	(648)	36,663
4326	Art & Music Supplies	1,429	10,000	6,000	6,000	-	4,000	4,571
4330	Office Supplies	8,027	6,750	7,858	8,158	(300)	(1,408)	131
4335	PE Supplies	690	-	-	700	(700)	(700)	10
4345	Non Instructional Student Materials & Supplies	3,174	10,000	10,000	10,000	-	-	6,826
4346	Teacher Supplies	2,724	5,000	5,000	5,000	-	-	2,276
4361	PY Supplies Expenses (not accrued)	2,650	-	2,650	2,650	-	(2,650)	-
4400	Noncapitalized Equipment	4,400	25,256	252,346	-	252,346	25,256	(4,400)

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
4410	Classroom Furniture, Equipment & Supplies	1,310	-	1,310	1,310	-	(1,310)	-
4420	Computers (individual items less than $5k)	5,087	15,500	15,500	15,500	-	-	10,413
4430	Non Classroom Related Furniture, Equipment & Supplies	1,387	20,000	20,000	20,000	-	-	18,613
4700	Food	-	285,597	-	-	-	285,597	-
4710	Student Food Services	159,456	-	285,597	285,597	-	(285,597)	126,141
4720	Other Food	8,313	8,000	9,000	9,000	-	(1,000)	687
	SUBTOTAL - Books and Supplies	**279,576**	**514,102**	**764,620**	**507,274**	**257,346**	**6,829**	**227,697**
	Services & Other Operating Expenses							
5101	CMO Fees	-	1,047,567	-	-	-	1,047,567	-
5210	Conference Fees	1,964	12,500	12,500	17,500	(5,000)	(5,000)	15,536
5215	Travel - Mileage, Parking, Tolls	2,680	2,000	3,000	3,000	-	(1,000)	320
5220	Travel and Lodging	-	2,000	1,000	1,000	-	1,000	1,000
5300	Dues & Memberships	6,528	7,500	7,500	7,500	-	-	972
5450	Insurance - Other	26,755	32,970	30,408	30,408	-	2,562	3,653
5500	Operations & Housekeeping	37,020	50,000	50,000	50,000	-	-	12,980
5510	Utilities - Gas and Electric	37,676	60,000	60,000	60,000	-	-	22,324
5605	Equipment Leases	20,955	20,000	21,704	21,704	-	(1,704)	749
5610	Rent	659,010	1,278,598	827,844	827,844	-	450,754	168,834
5615	Repairs and Maintenance - Building	20,388	50,000	50,000	42,500	7,500	7,500	22,112
5617	Repairs and Maintenance - Other Equipment	-	2,000	2,000	2,000	-	-	2,000
5803	Accounting Fees	-	10,281	10,281	10,281	-	-	10,281
5809	Banking Fees	-	1,500	1,500	1,500	-	-	1,500
5813	School Programs - After School Program	87,611	100,000	109,513	109,513	-	(9,513)	21,903
5814	School Programs - Academic Competitions	3,789	10,000	10,000	10,000	-	-	6,211
5819	School Programs - Other	33,244	28,787	28,787	36,287	(7,500)	(7,500)	3,043
5820	Consultants - Non Instructional	5,850	15,421	15,421	15,421	-	0	9,571
5822	Other Professional Services	40,474	99,237	112,893	112,893	-	(13,656)	72,419
5824	District Oversight Fees	-	54,590	55,060	55,116	(56)	(526)	55,116
5830	Field Trips Expenses	16,275	25,000	25,000	25,000	-	-	8,725
5833	Fines and Penalties	68	303	303	303	-	-	235
5843	Interest - Loans Less than 1 Year	45,500	-	45,500	45,500	-	(45,500)	-
5845	Legal Fees	434	15,000	15,000	15,000	-	-	14,566
5851	Marketing and Student Recruiting	2,849	15,000	15,000	15,000	-	-	12,151
5857	Payroll Fees	13,072	25,000	25,000	25,000	-	-	11,928
5858	CMO Fees Expense	897,704	-	1,077,245	1,077,245	-	(1,077,245)	179,541

MSA-1
Income Statement
As of Apr FY2018

		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
5861	Prior Yr Exp (not accrued)	(228,065)	-	6,296	6,296	-	(6,296)	234,361
5863	Professional Development	16,893	30,000	30,000	30,000	-	-	13,107
5864	Professional Development - Tuition Reimbursement	10,747	52,250	52,250	52,250	-	-	41,504
5869	Special Education Contract Instructors	46,259	82,000	82,000	82,000	-	-	35,741
5872	Special Education Encroachment	-	22,672	15,980	15,980	-	6,692	15,980
5884	Substitutes	7,985	30,000	30,000	30,000	-	-	22,015
5887	Technology Services	44,568	78,500	79,812	79,812	-	(1,312)	35,244
5898	Bad Debt Expense	(0)	2,559	2,559	2,559	-	-	2,559
5899	Miscellaneous Operating Expenses	-	0	0	0	-	-	0
5900	Communications	14,527	3,000	13,989	14,989	(1,000)	(11,989)	462
5915	Postage and Delivery	4,341	10,000	10,000	9,000	1,000	1,000	4,659
	SUBTOTAL - Services & Other Operating Exp.	**1,877,099**	**3,276,235**	**2,935,345**	**2,940,401**	**(5,056)**	**335,834**	**1,063,302**
Capital Outlay & Depreciation								
6900	Depreciation	-	153,345	160,174	160,174	-	(6,829)	160,174
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**153,345**	**160,174**	**160,174**	**-**	**(6,829)**	**160,174**
Other Outflows								
7999	Uncategorized Expense	732	-	-	-	-	-	(732)
	SUBTOTAL - Other Outflows	**732**	**-**	**-**	**-**	**-**	**-**	**(732)**
TOTAL EXPENSES		**4,983,299**	**7,459,516**	**7,411,976**	**7,167,154**	**244,821**	**292,362**	**2,183,855**

MSA-2
Income Statement
As of Apr FY2018

	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	3,351,837	4,724,787	4,538,113	4,480,488	(57,625)	(244,299)	1,128,651
Federal Revenue	290,795	454,654	525,188	530,459	5,271	75,805	239,664
Other State Revenues	486,797	359,588	685,224	680,764	(4,460)	321,176	193,967
Local Revenues	39,896	58,680	39,506	40,006	500	(18,674)	110
Fundraising and Grants	26,107	20,550	24,051	30,051	6,000	9,501	3,944
Total Revenue	**4,195,430**	**5,618,259**	**5,812,082**	**5,761,767**	**(50,315)**	**143,509**	**1,566,337**
Expenses							
Compensation and Benefits	2,379,355	3,110,910	3,089,008	3,097,362	(8,354)	13,548	718,008
Books and Supplies	277,836	400,942	622,371	402,394	219,977	(1,453)	124,558
Services and Other Operating Expenditures	1,342,282	1,923,796	1,936,068	1,963,485	(27,416)	(39,689)	621,202
Depreciation	46,958	51,413	51,413	51,413	-	0	4,455
Other Outflows	591	-	-	-	-	-	(591)
Total Expenses	**4,047,022**	**5,487,060**	**5,698,860**	**5,514,654**	**184,206**	**(27,594)**	**1,467,633**
Operating Income	**148,409**	**131,198**	**113,222**	**247,113**	**133,891**	**115,915**	**98,704**
Fund Balance							
Beginning Balance (Unaudited)		986,884	986,884	986,884			
Audit Adjustment		-	(89,798)	(89,798)			
Operating Income		131,198	113,222	247,113			
Ending Fund Balance		**1,118,082**	**1,010,308**	**1,144,199**			

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Income Statement
As of Apr FY2018

	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
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		100	100	100	-	-	
7-8		180	178	178	-	(2)	
9-12		205	192	192	-	(13)	
Total Enrolled		**485**	**470**	**470**	**-**	(15)	
ADA %							
4-6		96.0%	95.5%	94.5%	-1.0%	-1.5%	
7-8		96.0%	95.5%	94.4%	-1.1%	-1.6%	
9-12		96.0%	94.6%	92.9%	-1.7%	-3.1%	
Average ADA %		**96.0%**	**95.1%**	**93.8%**	**-1.3%**	**-2.2%**	
ADA							
4-6		96.00	95.50	94.52	(0.98)	(1.48)	
7-8		172.80	169.99	168.00	(1.99)	(4.80)	
9-12		196.80	181.69	178.36	(3.33)	(18.44)	
Total ADA		**465.60**	**447.18**	**440.88**	**(6.30)**	**(24.72)**	

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Income Statement
As of Apr FY2018

		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
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	2,089,140	3,119,056	2,945,421	2,910,234	(35,187)	(208,822)	821,094
8012	Education Protection Account Entitlement	439,723	617,518	606,101	597,562	(8,539)	(19,956)	157,839
8019	State Aid - Prior Years	32	-	32	32	-	32	-
8096	Charter Schools in Lieu of Property Taxes	822,942	988,213	986,560	972,661	(13,899)	(15,552)	149,719
	SUBTOTAL - LCFF Entitlement	**3,351,837**	**4,724,787**	**4,538,113**	**4,480,488**	**(57,625)**	**(244,299)**	**1,128,651**
Federal Revenue								
8181	Special Education - Entitlement	-	57,250	57,250	59,197	1,947	1,947	59,197
8220	Child Nutrition Programs	105,991	204,441	204,441	204,441	-	(0)	98,450
8291	Title I	143,410	147,067	210,122	213,458	3,336	66,391	70,048
8292	Title II	10,783	23,695	22,765	22,753	(12)	(942)	11,970
8296	Other Federal Revenue	30,610	22,200	30,610	30,610	-	8,410	(0)
	SUBTOTAL - Federal Revenue	**290,795**	**454,654**	**525,188**	**530,459**	**5,271**	**75,805**	**239,664**
Other State Revenue								
8319	Other State Apportionments - Prior Years	9,641	-	14,130	14,130	-	14,130	4,489
8381	Special Education - Entitlement (State)	125,414	239,318	229,851	226,612	(3,238)	(12,706)	101,198
8382	Special Education Reimbursements (State) - MH	19,139	-	38,277	38,277	-	38,277	19,138
8520	Child Nutrition - State	10,290	20,081	20,081	20,081	-	0	9,791
8550	Mandated Cost Reimbursements	54,258	10,817	75,611	75,611	-	64,793	21,353
8560	State Lottery Revenue	47,533	89,371	86,753	85,531	(1,222)	(3,840)	37,998
8593	Prop 39 Clean Energy	220,522	-	220,522	220,522	-	220,522	-
	SUBTOTAL - Other State Revenue	**486,797**	**359,588**	**685,224**	**680,764**	**(4,460)**	**321,176**	**193,967**
Local Revenue								
8634	Food Service Sales	3,132	425	2,742	3,242	500	2,818	110
8682	Summer Program	33,765	36,748	33,765	33,765	-	(2,983)	-
8690	Other Local Revenue	2,999	21,507	2,999	2,999	-	(18,509)	-
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0
	SUBTOTAL - Local Revenue	**39,896**	**58,680**	**39,506**	**40,006**	**500**	**(18,674)**	**110**
Fundraising and Grants								
8801	Donations - Parents	-	550	-	-	-	(550)	-

MSA-2
Income Statement
As of Apr FY2018

		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
8802	Donations - Private	-	5,000	2,914	2,914	-	(2,086)	2,914
8803	Fundraising	26,107	15,000	21,137	27,137	6,000	12,137	1,030
	SUBTOTAL - Fundraising and Grants	**26,107**	**20,550**	**24,051**	**30,051**	**6,000**	**9,501**	**3,944**
TOTAL REVENUE		**4,195,430**	**5,618,259**	**5,812,082**	**5,761,767**	**(50,315)**	**143,509**	**1,566,337**

MSA-2
Income Statement
As of Apr FY2018

		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
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	1,233,207	1,400,113	1,559,327	1,559,327	-	(159,215)	326,121
1300	Certificated Supervisor & Administrator Salaries	271,403	556,444	327,184	327,184	-	229,260	55,781
	SUBTOTAL - Certificated Salaries	**1,504,610**	**1,956,557**	**1,886,511**	**1,886,511**	**-**	**70,046**	**381,901**
Classified Salaries								
2400	Classified Clerical & Office Salaries	93,027	153,750	152,913	152,913	-	837	59,886
2900	Classified Other Salaries	184,368	168,000	220,020	226,733	(6,713)	(58,733)	42,364
	SUBTOTAL - Classified Salaries	**277,396**	**321,750**	**372,933**	**379,646**	**(6,713)**	**(57,896)**	**102,250**
Employee Benefits								
3100	STRS	216,677	275,743	264,192	264,192	-	11,551	47,516
3200	PERS	41,680	49,971	57,920	58,963	(1,043)	(8,992)	17,283
3300	OASDI-Medicare-Alternative	42,941	55,815	59,334	59,848	(514)	(4,033)	16,907
3400	Health & Welfare Benefits	276,768	420,974	420,974	420,974	-	-	144,206
3500	Unemployment Insurance	924	4,139	1,401	1,411	(10)	2,729	486
3600	Workers Comp Insurance	18,360	25,654	25,441	25,517	(76)	137	7,157
3900	Other Employee Benefits	-	308	301	301	-	7	301
	SUBTOTAL - Employee Benefits	**597,349**	**832,603**	**829,564**	**831,205**	**(1,642)**	**1,398**	**233,856**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	11,452	20,000	20,000	20,000	-	-	8,548
4320	Educational Software	41,203	35,000	44,321	44,321	-	(9,321)	3,118
4325	Instructional Materials & Supplies	25,225	25,000	25,034	27,034	(2,000)	(2,034)	1,809
4326	Art & Music Supplies	(0)	-	-	-	-	-	0
4330	Office Supplies	6,335	5,000	5,672	6,335	(663)	(1,335)	-
4335	PE Supplies	1,299	-	1,299	1,299	-	(1,299)	(0)
4345	Non Instructional Student Materials & Supplies	4,300	9,500	9,500	6,837	2,663	2,663	2,537
4361	PY Supplies Expenses (not accrued)	1,921	-	1,921	1,921	-	(1,921)	(0)
4400	Noncapitalized Equipment	1,567	25,000	235,522	15,000	220,522	10,000	13,433
4410	Classroom Furniture, Equipment & Supplies	3,112	7,000	7,000	7,000	-	-	3,888
4420	Computers (individual items less than $5k)	9,517	7,000	10,000	10,000	-	(3,000)	483

MSA-2
Income Statement
As of Apr FY2018

		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
4430	Non Classroom Related Furniture, Equipment & Supplies	398	10,000	6,000	6,000	-	4,000	5,602
4700	Food	-	247,442	-	-	-	247,442	-
4710	Student Food Services	169,301	-	248,102	248,648	(546)	(248,648)	79,347
4720	Other Food	2,207	10,000	8,000	8,000	-	2,000	5,793
	SUBTOTAL - Books and Supplies	**277,836**	**400,942**	**622,371**	**402,394**	**219,977**	**(1,453)**	**124,558**
	Services & Other Operating Expenses							
5101	CMO Fees	-	1,047,567	-	-	-	1,047,567	-
5210	Conference Fees	-	6,000	6,000	6,000	-	-	6,000
5215	Travel - Mileage, Parking, Tolls	231	2,500	2,500	2,500	-	-	2,269
5300	Dues & Memberships	5,010	6,000	6,000	6,000	-	-	990
5450	Insurance - Other	20,512	23,664	25,224	25,224	-	(1,560)	4,712
5500	Operations & Housekeeping	14,828	-	17,000	17,000	-	(17,000)	2,172
5605	Equipment Leases	9,777	13,390	16,390	16,390	-	(3,000)	6,613
5610	Rent	-	24,000	-	-	-	24,000	-
5611	Prop 39 Related Costs	-	149,352	149,352	149,352	-	0	149,352
5615	Repairs and Maintenance - Building	20,145	5,000	20,145	20,145	-	(15,145)	-
5617	Repairs and Maintenance - Other Equipment	4,974	-	5,000	5,000	-	(5,000)	26
5803	Accounting Fees	-	8,000	8,000	8,000	-	-	8,000
5809	Banking Fees	215	1,030	1,030	1,030	-	-	815
5813	School Programs - After School Program	8,780	1,653	8,780	8,780	-	(7,126)	-
5814	School Programs - Academic Competitions	16,306	1,557	16,306	16,306	-	(14,749)	-
5819	School Programs - Other	15,678	6,180	6,180	16,180	(10,000)	(10,000)	502
5820	Consultants - Non Instructional	5,426	23,000	18,000	18,000	-	5,000	12,574
5822	Other Professional Services	34,666	84,714	49,044	49,044	-	35,670	14,377
5824	District Oversight Fees	-	47,248	45,381	44,805	576	2,443	44,805
5830	Field Trips Expenses	9,963	20,600	10,600	13,600	(3,000)	7,000	3,637
5833	Fines and Penalties	2,973	-	703	3,003	(2,300)	(3,003)	30
5845	Legal Fees	3,611	20,000	20,000	20,000	-	-	16,389
5851	Marketing and Student Recruiting	7,170	24,720	19,000	19,000	-	5,720	11,830
5857	Payroll Fees	12,438	21,967	20,660	20,660	-	1,307	8,222
5858	CMO Fees Expense	897,704	-	1,077,245	1,077,245	-	(1,077,245)	179,541
5861	Prior Yr Exp (not accrued)	919	-	919	919	-	(919)	-
5863	Professional Development	8,347	35,000	15,000	12,000	3,000	23,000	3,653
5864	Professional Development - Tuition Reimbursement	4,051	50,500	45,500	45,500	-	5,000	41,449
5869	Special Education Contract Instructors	64,533	150,000	120,000	120,000	-	30,000	55,467

MSA-2
Income Statement
As of Apr FY2018

		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
5872	Special Education Encroachment	338	20,122	11,809	11,777	32	8,345	11,440
5884	Substitutes	102,388	48,000	101,664	117,388	(15,724)	(69,388)	15,000
5887	Technology Services	46,176	72,250	62,858	62,858	-	9,393	16,682
5898	Bad Debt Expense	(1)	-	(1)	(1)	-	1	-
5899	Miscellaneous Operating Expenses	10	-	-	-	-	-	(10)
5900	Communications	19,050	3,000	23,000	23,000	-	(20,000)	3,950
5915	Postage and Delivery	6,064	6,781	6,781	6,781	-	-	717
	SUBTOTAL - Services & Other Operating Exp.	**1,342,282**	**1,923,796**	**1,936,068**	**1,963,485**	**(27,416)**	**(39,689)**	**621,202**
Capital Outlay & Depreciation								
6900	Depreciation	46,958	51,413	51,413	51,413	-	0	4,455
	SUBTOTAL - Capital Outlay & Depreciation	**46,958**	**51,413**	**51,413**	**51,413**	**-**	**0**	**4,455**
Other Outflows								
7999	Uncategorized Expense	591	-	-	-	-	-	(591)
	SUBTOTAL - Other Outflows	**591**	**-**	**-**	**-**	**-**	**-**	**(591)**
TOTAL EXPENSES		**4,047,022**	**5,487,060**	**5,698,860**	**5,514,654**	**184,206**	**(27,594)**	**1,467,633**

MSA-3
Income Statement
As of Apr FY2018

	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	3,402,140	4,463,366	4,394,837	4,465,612	70,775	2,246	1,063,472
Federal Revenue	208,896	485,007	497,814	499,769	1,955	14,762	290,873
Other State Revenues	582,474	447,300	780,799	785,415	4,616	338,115	202,941
Local Revenues	55,442	40,578	58,266	58,266	-	17,688	2,825
Fundraising and Grants	26,098	19,617	27,058	27,058	-	7,441	960
Total Revenue	**4,275,050**	**5,455,868**	**5,758,775**	**5,836,121**	**77,346**	**380,253**	**1,561,070**
Expenses							
Compensation and Benefits	2,361,940	2,824,322	2,861,722	2,844,938	16,784	(20,616)	482,998
Books and Supplies	224,900	434,314	609,654	389,259	220,395	45,055	164,359
Services and Other Operating Expenditures	1,553,249	2,058,008	2,145,579	2,146,320	(740)	(88,312)	593,071
Depreciation	31,827	19,096	20,723	20,723	-	(1,627)	(11,104)
Other Outflows	-	-	-	-	-	-	-
Total Expenses	**4,171,916**	**5,335,741**	**5,637,679**	**5,401,240**	**236,439**	**(65,499)**	**1,229,324**
Operating Income	**103,134**	**120,127**	**121,096**	**434,880**	**313,785**	**314,753**	**331,746**
Fund Balance							
Beginning Balance (Unaudited)		659,803	659,803	659,803			
Audit Adjustment		-	(27,842)	(27,842)			
Operating Income		120,127	121,096	434,880			
Ending Fund Balance		**779,930**	**753,057**	**1,066,841**			

MSA-3
Income Statement
As of Apr FY2018

	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
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		90	88	88	-	(2)	
7-8		185	178	178	-	(7)	
9-12		185	195	195	-	10	
Total Enrolled		**460**	**461**	**461**	**-**	1	
ADA %							
4-6		96.1%	95.0%	96.6%	1.6%	0.5%	
7-8		96.1%	95.0%	95.9%	0.9%	-0.2%	
9-12		96.1%	93.5%	95.3%	1.8%	-0.8%	
Average ADA %		**96.1%**	**94.4%**	**95.8%**	**1.4%**	**-0.3%**	
ADA							
4-6		86.49	83.60	85.04	1.44	(1.45)	
7-8		177.79	169.10	170.72	1.62	(7.07)	
9-12		177.79	182.28	185.74	3.46	7.96	
Total ADA		**442.06**	**434.98**	**441.50**	**6.52**	**(0.56)**	

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	2,112,146	2,942,837	2,849,638	2,897,252	47,614	(45,585)	785,106
8012	Education Protection Account Entitlement	447,233	582,279	585,524	594,301	8,777	12,022	147,068
8019	State Aid - Prior Years	31	-	31	31	-	31	-
8096	Charter Schools in Lieu of Property Taxes	842,730	938,250	959,644	974,028	14,384	35,778	131,298
	SUBTOTAL - LCFF Entitlement	**3,402,140**	**4,463,366**	**4,394,837**	**4,465,612**	**70,775**	**2,246**	**1,063,472**
Federal Revenue								
8181	Special Education - Entitlement	-	57,500	57,500	59,455	1,955	1,955	59,455
8220	Child Nutrition Programs	69,066	242,790	222,790	222,790	-	(20,000)	153,724
8291	Title I	120,664	140,237	173,243	173,243	-	33,006	52,579
8292	Title II	10,115	22,280	20,287	20,287	-	(1,993)	10,172
8296	Other Federal Revenue	7,258	22,200	22,200	22,200	-	-	14,942
8297	PY Federal - Not Accrued	1,794	-	1,794	1,794	-	1,794	-
	SUBTOTAL - Federal Revenue	**208,896**	**485,007**	**497,814**	**499,769**	**1,955**	**14,762**	**290,873**
Other State Revenue								
8319	Other State Apportionments - Prior Years	9,957	-	11,313	11,313	-	11,313	1,357
8381	Special Education - Entitlement (State)	128,456	227,219	223,580	226,931	3,351	(288)	98,475
8382	Special Education Reimbursements (State) - MH	15,840	-	31,680	31,680	-	31,680	15,840
8520	Child Nutrition - State	4,706	20,725	20,725	20,725	-	-	16,019
8550	Mandated Cost Reimbursements	54,202	10,903	75,486	75,486	-	64,583	21,284
8560	State Lottery Revenue	47,008	84,853	84,386	85,651	1,265	798	38,643
8593	Prop 39 Clean Energy	220,395	-	220,395	220,395	-	220,395	-
8596	ASES	101,911	103,600	113,234	113,234	-	9,634	11,323
	SUBTOTAL - Other State Revenue	**582,474**	**447,300**	**780,799**	**785,415**	**4,616**	**338,115**	**202,941**
Local Revenue								
8634	Food Service Sales	2,181	1,270	4,270	4,270	-	3,000	2,089
8682	Summer Program	25,422	34,158	25,422	25,422	-	(8,736)	-
8690	Other Local Revenue	3,714	5,150	4,450	4,450	-	(700)	736
8693	Field Trips	18,100	-	18,100	18,100	-	18,100	-
8699	All Other Local Revenue	6,024	-	6,024	6,024	-	6,024	(0)
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
8999	Uncategorized Revenue	(0)	-	-	-	-	-	0
	SUBTOTAL - Local Revenue	**55,442**	**40,578**	**58,266**	**58,266**	**-**	**17,688**	**2,825**
Fundraising and Grants								
8801	Donations - Parents	-	1,957	-	-	-	(1,957)	-
8802	Donations - Private	70	4,179	2,575	1,030	(1,545)	(3,148)	960
8803	Fundraising	26,028	13,481	24,483	26,028	1,545	12,547	-
	SUBTOTAL - Fundraising and Grants	**26,098**	**19,617**	**27,058**	**27,058**	**(0)**	**7,441**	**960**
TOTAL REVENUE		**4,275,050**	**5,455,868**	**5,758,775**	**5,836,121**	**77,346**	**380,253**	**1,561,070**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	998,541	1,394,762	1,291,080	1,277,031	14,049	117,731	278,490
1300	Certificated Supervisor & Administrator Salaries	271,088	426,823	313,652	313,652	-	113,170	42,565
	SUBTOTAL - Certificated Salaries	**1,269,629**	**1,821,584**	**1,604,733**	**1,590,683**	**14,049**	**230,901**	**321,054**
Classified Salaries								
2400	Classified Clerical & Office Salaries	175,703	145,000	194,236	194,236	-	(49,236)	18,533
2900	Classified Other Salaries	316,491	183,386	360,809	360,809	-	(177,423)	44,318
	SUBTOTAL - Classified Salaries	**492,194**	**328,386**	**555,045**	**555,045**	**-**	**(226,659)**	**62,851**
Employee Benefits								
3100	STRS	181,324	253,256	221,349	218,744	2,605	34,512	37,421
3200	PERS	70,313	51,002	85,684	85,684	-	(34,682)	15,371
3300	OASDI-Medicare-Alternative	56,995	55,659	70,118	70,162	(44)	(14,504)	13,167
3400	Health & Welfare Benefits	266,645	285,053	296,922	296,922	-	(11,869)	30,277
3500	Unemployment Insurance	2,306	4,075	1,371	1,355	16	2,720	(950)
3600	Workers Comp Insurance	22,426	24,209	24,319	24,161	158	48	1,735
3900	Other Employee Benefits	109	1,098	2,180	2,180	-	(1,082)	2,071
	SUBTOTAL - Employee Benefits	**600,117**	**674,352**	**701,944**	**699,210**	**2,734**	**(24,858)**	**99,092**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	19,072	10,000	20,000	20,000	-	(10,000)	928
4200	Books & Other Reference Materials	748	3,500	3,500	3,500	-	-	2,752
4315	Custodial Supplies	-	300	300	300	-	-	300
4320	Educational Software	40,353	17,000	42,963	42,963	-	(25,963)	2,609
4325	Instructional Materials & Supplies	9,113	30,000	26,931	25,981	950	4,019	16,868
4326	Art & Music Supplies	1,762	5,000	5,000	5,000	-	-	3,238
4330	Office Supplies	11,948	10,000	11,612	11,948	(337)	(1,948)	-
4335	PE Supplies	803	1,000	1,000	1,000	-	-	197
4340	Professional Development Supplies	-	250	250	250	-	-	250
4345	Non Instructional Student Materials & Supplies	4,286	10,000	6,000	6,000	-	4,000	1,714
4350	Uniforms	3,653	5,000	3,040	3,653	(613)	1,347	-

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
4361	PY Supplies Expenses (not accrued)	(576)	-	-	-	-	-	576
4400	Noncapitalized Equipment	7,405	18,000	238,395	18,000	220,395	-	10,595
4410	Classroom Furniture, Equipment & Supplies	5,145	5,000	5,200	5,200	-	(200)	55
4420	Computers (individual items less than $5k)	8,758	15,000	9,400	9,400	-	5,600	642
4430	Non Classroom Related Furniture, Equipment & Supplies	2,111	5,000	3,800	3,800	-	1,200	1,689
4700	Food	-	291,264	-	-	-	291,264	-
4710	Student Food Services	106,078	-	224,264	224,264	-	(224,264)	118,186
4720	Other Food	4,239	8,000	8,000	8,000	-	-	3,761
	SUBTOTAL - Books and Supplies	**224,900**	**434,314**	**609,654**	**389,259**	**220,395**	**45,055**	**164,359**
	Services & Other Operating Expenses							
5101	CMO Fees	-	949,358	-	-	-	949,358	-
5200	Travel & Conferences	-	-	138	138	-	(138)	138
5210	Conference Fees	-	3,000	2,862	2,862	-	138	2,862
5215	Travel - Mileage, Parking, Tolls	365	4,120	4,120	4,120	-	-	3,755
5220	Travel and Lodging	-	500	500	500	-	-	500
5300	Dues & Memberships	5,643	10,000	10,000	10,000	-	-	4,357
5450	Insurance - Other	20,559	23,497	25,280	25,280	-	(1,783)	4,721
5500	Operations & Housekeeping	1,199	5,000	5,000	5,000	-	-	3,801
5605	Equipment Leases	13,627	15,600	15,600	15,600	-	-	1,973
5611	Prop 39 Related Costs	191,659	318,990	290,380	290,380	-	28,610	98,721
5615	Repairs and Maintenance - Building	43	10,500	10,500	10,500	-	-	10,457
5617	Repairs and Maintenance - Other Equipment	1,681	1,500	3,000	3,000	-	(1,500)	1,319
5803	Accounting Fees	-	10,300	10,300	10,013	287	287	10,013
5809	Banking Fees	-	500	500	500	-	-	500
5813	School Programs - After School Program	104,306	103,600	113,234	113,234	-	(9,634)	8,929
5814	School Programs - Academic Competitions	130	800	800	800	-	-	670
5819	School Programs - Other	13,403	20,000	20,000	20,000	-	-	6,597
5820	Consultants - Non Instructional	5,095	25,000	15,000	15,000	-	10,000	9,905
5822	Other Professional Services	82,896	117,596	129,152	129,152	-	(11,556)	46,256
5824	District Oversight Fees	-	44,634	43,948	44,656	(708)	(22)	44,656
5830	Field Trips Expenses	28,264	20,000	35,300	35,300	-	(15,300)	7,036
5833	Fines and Penalties	1,516	-	1,229	1,516	(287)	(1,516)	-
5845	Legal Fees	14,581	20,000	25,000	25,000	-	(5,000)	10,419
5851	Marketing and Student Recruiting	10,168	15,450	15,450	15,450	-	-	5,282
5857	Payroll Fees	12,218	24,720	24,720	24,720	-	-	12,502

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
5858	CMO Fees Expense	802,338	-	976,253	976,253	-	(976,253)	173,915
5861	Prior Yr Exp (not accrued)	9,583	-	57,385	57,385	-	(57,385)	47,802
5863	Professional Development	2,205	51,000	19,875	9,875	10,000	41,125	7,670
5864	Professional Development - Tuition Reimbursement	3,000	13,000	11,000	11,000	-	2,000	8,000
5869	Special Education Contract Instructors	55,754	60,255	60,255	60,255	-	-	4,501
5872	Special Education Encroachment	-	19,293	11,264	11,296	(33)	7,997	11,296
5875	Staff Recruiting	-	300	300	300	-	-	300
5884	Substitutes	108,008	85,000	115,000	125,000	(10,000)	(40,000)	16,992
5887	Technology Services	52,420	74,800	75,867	75,867	-	(1,067)	23,447
5898	Bad Debt Expense	0	-	-	-	-	-	(0)
5900	Communications	9,002	3,000	9,672	9,672	-	(6,672)	671
5915	Postage and Delivery	3,586	6,695	6,695	6,695	-	-	3,109
	SUBTOTAL - Services & Other Operating Exp.	**1,553,249**	**2,058,008**	**2,145,579**	**2,146,320**	**(740)**	**(88,312)**	**593,071**
Capital Outlay & Depreciation								
6900	Depreciation	31,827	19,096	20,723	20,723	-	(1,627)	(11,104)
	SUBTOTAL - Capital Outlay & Depreciation	**31,827**	**19,096**	**20,723**	**20,723**	**-**	**(1,627)**	**(11,104)**
Other Outflows								
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**4,171,916**	**5,335,741**	**5,637,679**	**5,401,240**	**236,439**	**(65,499)**	**1,229,324**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
SUMMARY							
Revenue							
LCFF Entitlement	1,341,576	1,875,756	1,693,711	1,716,446	22,735	(159,310)	374,870
Federal Revenue	142,752	259,640	240,751	241,824	1,072	(17,817)	99,071
Other State Revenues	330,769	150,859	374,018	374,533	514	223,674	43,764
Local Revenues	35,717	22,035	26,946	26,946	-	4,911	(8,771)
Fundraising and Grants	5,910	3,000	5,517	6,926	1,410	3,926	1,017
Total Revenue	**1,856,723**	**2,311,290**	**2,340,943**	**2,366,674**	**25,731**	**55,384**	**509,951**
Expenses							
Compensation and Benefits	850,062	1,337,560	1,114,607	1,110,255	4,351	227,305	260,194
Books and Supplies	91,698	113,174	380,027	176,221	203,805	(63,047)	84,523
Services and Other Operating Expenditures	554,958	789,378	835,238	839,371	(4,132)	(49,993)	284,413
Depreciation	13,050	15,656	15,656	15,656	-	-	2,606
Other Outflows	1,660	-	-	-	-	-	(1,660)
Total Expenses	**1,511,428**	**2,255,768**	**2,345,527**	**2,141,504**	**204,024**	**114,264**	**630,076**
Operating Income	**345,295**	**55,522**	**(4,584)**	**225,171**	**229,755**	**169,648**	**(120,124)**
Fund Balance							
Beginning Balance (Unaudited)		917,537	917,537	917,537			
Audit Adjustment		-	112,622	112,622			
Operating Income		55,522	(4,584)	225,171			
Ending Fund Balance		**973,059**	**1,025,575**	**1,255,330**			

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		17	4	4	-	(13)	
7-8		54	43	43	-	(11)	
9-12		122	129	129	-	7	
Total Enrolled		**193**	**176**	**176**	**-**	(17)	
ADA %							
4-6		91.6%	91.6%	94.3%	2.7%	2.7%	
7-8		97.3%	97.0%	97.0%	0.0%	-0.3%	
9-12		97.1%	94.4%	94.9%	0.4%	-2.2%	
Average ADA %		**96.7%**	**95.0%**	**95.4%**	**0.4%**	**-1.3%**	
ADA							
4-6		15.57	3.66	3.77	0.11	(11.80)	
7-8		52.52	41.71	41.70	(0.01)	(10.82)	
9-12		118.45	121.83	122.40	0.57	3.95	
Total ADA		**186.54**	**167.20**	**167.87**	**0.67**	**(18.67)**	

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	846,480	1,223,980	1,090,466	1,110,783	20,318	(113,197)	264,303
8012	Education Protection Account Entitlement	176,182	255,854	234,359	235,298	939	(20,556)	59,116
8019	State Aid - Prior Years	13	-	13	13	-	13	-
8096	Charter Schools in Lieu of Property Taxes	318,901	395,922	368,873	370,351	1,478	(25,570)	51,451
	SUBTOTAL - LCFF Entitlement	**1,341,576**	**1,875,756**	**1,693,711**	**1,716,446**	**22,735**	**(159,310)**	**374,870**
Federal Revenue								
8181	Special Education - Entitlement	28,478	36,535	32,733	32,864	131	(3,672)	4,386
8220	Child Nutrition Programs	26,679	34,703	34,703	34,703	-	-	8,024
8291	Title I	37,329	52,532	58,990	59,935	945	7,403	22,606
8292	Title II	3,737	8,713	7,494	7,490	(4)	(1,223)	3,753
8296	Other Federal Revenue	46,259	127,158	100,072	100,072	-	(27,086)	53,813
8297	PY Federal - Not Accrued	271	-	271	271	-	271	-
8299	All Other Federal Revenue	-	-	6,489	6,489	-	6,489	6,489
	SUBTOTAL - Federal Revenue	**142,752**	**259,640**	**240,751**	**241,824**	**1,072**	**(17,817)**	**99,071**
Other State Revenue								
8319	Other State Apportionments - Prior Years	852	-	851	852	1	852	-
8381	Special Education - Entitlement (State)	82,900	106,683	95,665	96,048	383	(10,635)	13,148
8520	Child Nutrition - State	2,223	2,412	2,412	2,412	-	-	189
8550	Mandated Cost Reimbursements	15,459	5,958	33,780	33,780	-	27,823	18,321
8560	State Lottery Revenue	20,461	35,806	32,437	32,567	130	(3,239)	12,106
8593	Prop 39 Clean Energy	208,873	-	208,873	208,873	-	208,873	-
	SUBTOTAL - Other State Revenue	**330,769**	**150,859**	**374,018**	**374,533**	**514**	**223,674**	**43,764**
Local Revenue								
8634	Food Service Sales	1,098	137	1,487	1,487	-	1,350	389
8682	Summer Program	17,852	21,898	17,852	17,852	-	(4,046)	-
8690	Other Local Revenue	1,017	-	1,017	1,017	-	1,017	-
8715	Option 3	6,590	-	6,590	6,590	-	6,590	-
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0
8999	Uncategorized Revenue	9,160	-	-	-	-	-	(9,160)
	SUBTOTAL - Local Revenue	**35,717**	**22,035**	**26,946**	**26,946**	**-**	**4,911**	**(8,771)**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
Fundraising and Grants								
8802	Donations - Private	-	-	1,017	1,017	-	1,017	1,017
8803	Fundraising	5,910	3,000	4,500	5,910	1,410	2,910	-
	SUBTOTAL - Fundraising and Grants	**5,910**	**3,000**	**5,517**	**6,926**	**1,410**	**3,926**	**1,017**
TOTAL REVENUE		**1,856,723**	**2,311,290**	**2,340,943**	**2,366,674**	**25,731**	**55,384**	**509,951**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	441,781	634,333	563,835	559,835	4,000	74,498	118,055
1300	Certificated Supervisor & Administrator Salaries	142,684	296,672	182,521	182,521	-	114,151	39,837
	SUBTOTAL - Certificated Salaries	**584,465**	**931,005**	**746,356**	**742,356**	**4,000**	**188,649**	**157,891**
Classified Salaries								
2400	Classified Clerical & Office Salaries	58,850	84,500	76,201	76,201	-	8,299	17,352
2900	Classified Other Salaries	20,137	24,000	24,066	24,066	-	(66)	3,929
	SUBTOTAL - Classified Salaries	**78,987**	**108,500**	**100,267**	**100,267**	**-**	**8,233**	**21,280**
Employee Benefits								
3100	STRS	71,737	131,063	103,336	103,336	-	27,727	31,600
3200	PERS	10,456	9,940	15,572	15,572	-	(5,633)	5,116
3300	OASDI-Medicare-Alternative	16,455	23,209	20,367	20,061	306	3,148	3,606
3400	Health & Welfare Benefits	78,621	118,450	118,450	118,450	-	-	39,829
3500	Unemployment Insurance	349	3,520	522	522	-	2,998	172
3600	Workers Comp Insurance	8,992	11,705	9,533	9,488	45	2,217	496
3900	Other Employee Benefits	0	169	203	203	-	(34)	202
	SUBTOTAL - Employee Benefits	**186,610**	**298,055**	**267,983**	**267,632**	**351**	**30,423**	**81,022**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	7,361	13,000	13,000	13,000	-	-	5,639
4320	Educational Software	22,166	15,150	26,480	26,480	-	(11,330)	4,314
4325	Instructional Materials & Supplies	4,552	20,000	30,563	30,563	-	(10,563)	26,011
4326	Art & Music Supplies	25	-	25	25	-	(25)	-
4330	Office Supplies	7,545	5,000	14,724	14,724	-	(9,724)	7,179
4335	PE Supplies	-	-	5,000	5,000	-	(5,000)	5,000
4345	Non Instructional Student Materials & Supplies	245	9,000	9,000	9,000	-	-	8,755
4361	PY Supplies Expenses (not accrued)	(337)	-	-	-	-	-	337
4410	Classroom Furniture, Equipment & Supplies	2,646	5,047	25,000	25,000	-	(19,953)	22,354
4700	Food	-	40,977	1,000	1,000	-	39,977	1,000
4710	Student Food Services	46,430	-	41,362	46,430	(5,068)	(46,430)	(0)

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Income Statement
As of Apr FY2018

		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
4720	Other Food	1,065	5,000	5,000	5,000	-	-	3,935
	SUBTOTAL - Books and Supplies	**91,698**	**113,174**	**380,027**	**176,221**	**203,805**	**(63,047)**	**84,523**
	Services & Other Operating Expenses							
5101	CMO Fees	-	78,568	-	-	-	78,568	-
5200	Travel & Conferences	395	4,120	3,570	3,570	-	550	3,175
5210	Conference Fees	-	5,150	5,150	5,150	-	-	5,150
5215	Travel - Mileage, Parking, Tolls	372	-	550	550	-	(550)	178
5300	Dues & Memberships	2,514	4,434	4,434	4,434	-	-	1,920
5450	Insurance - Other	8,369	11,388	10,248	10,248	-	1,140	1,879
5500	Operations & Housekeeping	471	498	498	498	-	-	28
5605	Equipment Leases	14,379	15,000	21,489	21,489	-	(6,489)	7,110
5611	Prop 39 Related Costs	101,203	147,310	131,925	131,925	-	15,385	30,721
5615	Repairs and Maintenance - Building	-	2,000	2,000	2,000	-	-	2,000
5617	Repairs and Maintenance - Other Equipment	-	-	5,000	5,000	-	(5,000)	5,000
5803	Accounting Fees	-	8,240	8,240	8,240	-	-	8,240
5809	Banking Fees	-	530	530	530	-	-	530
5813	School Programs - After School Program	372	2,060	2,060	2,060	-	-	1,689
5814	School Programs - Academic Competitions	2,052	3,000	5,000	3,353	1,647	(353)	1,301
5819	School Programs - Other	3,192	1,545	1,545	3,192	(1,647)	(1,647)	-
5820	Consultants - Non Instructional	5,554	9,802	9,802	9,802	-	(0)	4,248
5822	Other Professional Services	73,306	76,854	100,674	100,674	-	(23,820)	27,368
5824	District Oversight Fees	14,744	18,758	16,937	17,164	(227)	1,593	2,421
5830	Field Trips Expenses	1,723	10,000	10,000	10,000	-	-	8,277
5833	Fines and Penalties	544	-	435	544	(109)	(544)	-
5845	Legal Fees	6,799	25,000	25,000	25,000	-	-	18,201
5851	Marketing and Student Recruiting	2,546	10,000	6,565	6,565	-	3,435	4,019
5857	Payroll Fees	8,770	9,888	9,888	9,888	-	-	1,118
5858	CMO Fees Expense	67,328	-	80,793	80,793	-	(80,793)	13,465
5861	Prior Yr Exp (not accrued)	2	-	489	489	-	(489)	486
5863	Professional Development	2,875	25,620	25,620	25,620	-	-	22,745
5864	Professional Development - Tuition Reimbursement	-	30,000	25,000	25,000	-	5,000	25,000
5869	Special Education Contract Instructors	44,920	89,610	89,610	89,610	-	-	44,690
5872	Special Education Encroachment	22,276	28,644	25,680	25,782	(103)	2,861	3,507
5884	Substitutes	74,644	30,000	70,950	74,644	(3,694)	(44,644)	-
5887	Technology Services	36,261	67,290	67,176	67,176	-	114	30,915

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Income Statement
As of Apr FY2018

		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
5893	Transportation - Student	56,483	69,010	62,000	62,000	-	7,010	5,517
5898	Bad Debt Expense	1	-	1	1	-	(1)	-
5900	Communications	1,714	3,000	4,320	4,320	-	(1,320)	2,606
5915	Postage and Delivery	1,151	2,060	2,060	2,060	-	-	909
	SUBTOTAL - Services & Other Operating Exp.	**554,958**	**789,378**	**835,238**	**839,371**	**(4,132)**	**(49,993)**	**284,413**
Capital Outlay & Depreciation								
6900	Depreciation	13,050	15,656	15,656	15,656	-	-	2,606
	SUBTOTAL - Capital Outlay & Depreciation	**13,050**	**15,656**	**15,656**	**15,656**	**-**	**-**	**2,606**
Other Outflows								
7999	Uncategorized Expense	1,660	-	-	-	-	-	(1,660)
	SUBTOTAL - Other Outflows	**1,660**	**-**	**-**	**-**	**-**	**-**	**(1,660)**
TOTAL EXPENSES		**1,511,428**	**2,255,768**	**2,345,527**	**2,141,504**	**204,024**	**114,264**	**630,076**

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Income Statement
As of Apr FY2018

	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	1,466,419	1,939,936	1,957,422	1,930,914	(26,508)	(9,022)	464,495
Federal Revenue	157,397	226,461	248,065	247,385	(680)	20,923	89,987
Other State Revenues	350,191	180,136	423,857	421,755	(2,102)	241,619	71,563
Local Revenues	105,250	28,536	154,604	154,604	-	126,068	49,355
Fundraising and Grants	-	1,000	2,017	2,017	-	1,017	2,017
Total Revenue	**2,079,257**	**2,376,069**	**2,785,964**	**2,756,674**	**(29,290)**	**380,605**	**677,417**
Expenses							
Compensation and Benefits	1,163,365	1,399,666	1,451,484	1,441,167	10,317	(41,502)	277,802
Books and Supplies	144,544	225,109	484,210	284,646	199,565	(59,537)	140,101
Services and Other Operating Expenditures	437,569	675,372	709,669	709,404	265	(34,032)	271,835
Depreciation	14,330	11,400	18,908	18,908	-	(7,508)	4,578
Other Outflows	-	-	-	-	-	-	-
Total Expenses	**1,759,809**	**2,311,546**	**2,664,272**	**2,454,125**	**210,147**	**(142,579)**	**694,317**
Operating Income	**319,449**	**64,523**	**121,692**	**302,549**	**180,856**	**238,026**	**(16,900)**
Fund Balance							
Beginning Balance (Unaudited)		1,212,490	1,212,490	1,212,490			
Audit Adjustment		-	163,067	163,067			
Operating Income		64,523	121,692	302,549			
Ending Fund Balance		**1,277,013**	**1,497,249**	**1,678,106**			

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Income Statement
As of Apr FY2018

	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
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		50	61	61	-	11	
7-8		105	107	107	-	2	
9-12		55	45	45	-	(10)	
Total Enrolled		**210**	**213**	**213**	**-**	3	
ADA %							
4-6		95.1%	95.1%	96.8%	1.7%	1.7%	
7-8		94.0%	93.7%	93.0%	-0.7%	-1.0%	
9-12		93.8%	93.6%	87.0%	-6.6%	-6.8%	
Average ADA %		**94.2%**	**94.1%**	**92.8%**	**-1.3%**	**-1.4%**	
ADA							
4-6		47.56	58.02	59.05	1.03	11.49	
7-8		98.68	100.26	99.46	(0.80)	0.78	
9-12		51.59	42.12	39.15	(2.97)	(12.44)	
Total ADA		**197.83**	**200.40**	**197.66**	**(2.74)**	**(0.17)**	

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Income Statement
As of Apr FY2018

		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
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	885,584	1,260,016	1,246,112	1,229,332	(16,780)	(30,684)	343,748
8012	Education Protection Account Entitlement	201,115	260,027	269,184	265,498	(3,685)	5,471	64,383
8019	State Aid - Prior Years	10	-	-	10	10	10	-
8096	Charter Schools in Lieu of Property Taxes	379,710	419,893	442,127	436,074	(6,053)	16,180	56,364
	SUBTOTAL - LCFF Entitlement	**1,466,419**	**1,939,936**	**1,957,422**	**1,930,914**	**(26,508)**	**(9,022)**	**464,495**
Federal Revenue								
8181	Special Education - Entitlement	33,908	38,747	39,233	38,696	(537)	(52)	4,788
8291	Title I	67,094	83,269	97,594	97,455	(139)	14,186	30,361
8292	Title II	4,134	7,948	8,550	8,546	(4)	598	4,412
8296	Other Federal Revenue	52,262	96,497	96,497	96,497	-	(0)	44,235
8299	All Other Federal Revenue	-	-	6,191	6,191	-	6,191	6,191
	SUBTOTAL - Federal Revenue	**157,397**	**226,461**	**248,065**	**247,385**	**(680)**	**20,923**	**89,987**
Other State Revenue								
8319	Other State Apportionments - Prior Years	3,444	-	3,444	3,444	-	3,444	0
8381	Special Education - Entitlement (State)	98,708	113,142	114,663	113,093	(1,570)	(49)	14,385
8550	Mandated Cost Reimbursements	20,507	2,932	29,163	29,163	-	26,231	8,656
8560	State Lottery Revenue	19,308	37,974	38,878	38,346	(532)	372	19,038
8593	Prop 39 Clean Energy	208,225	-	208,225	208,225	-	208,225	-
8596	ASES	-	26,088	29,484	29,484	-	3,396	29,484
	SUBTOTAL - Other State Revenue	**350,191**	**180,136**	**423,857**	**421,755**	**(2,102)**	**241,619**	**71,563**
Local Revenue								
8682	Summer Program	17,880	17,178	17,880	17,880	-	702	-
8690	Other Local Revenue	1,017	11,358	1,017	1,017	-	(10,341)	-
8714	SpEd Option 3	69,366	-	119,000	119,000	-	119,000	49,634
8715	Option 3	16,708	-	16,708	16,708	-	16,708	(0)
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0
8999	Uncategorized Revenue	279	-	-	-	-	-	(279)
	SUBTOTAL - Local Revenue	**105,250**	**28,536**	**154,604**	**154,604**	**-**	**126,068**	**49,355**
Fundraising and Grants								

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Income Statement
As of Apr FY2018

		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
8802	Donations - Private	-	-	1,017	1,017	-	1,017	1,017
8803	Fundraising	-	1,000	1,000	1,000	-	-	1,000
	SUBTOTAL - Fundraising and Grants	**-**	**1,000**	**2,017**	**2,017**	**-**	**1,017**	**2,017**
TOTAL REVENUE		**2,079,257**	**2,376,069**	**2,785,964**	**2,756,674**	**(29,290)**	**380,605**	**677,417**

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Income Statement
As of Apr FY2018

		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
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	575,534	732,541	718,256	715,522	2,733	17,019	139,989
1300	Certificated Supervisor & Administrator Salaries	153,083	165,000	198,000	198,000	-	(33,000)	44,917
	SUBTOTAL - Certificated Salaries	**728,617**	**897,541**	**916,256**	**913,522**	**2,733**	**(15,981)**	**184,905**
Classified Salaries								
2400	Classified Clerical & Office Salaries	96,930	72,466	82,848	82,848	-	(10,382)	(14,082)
2900	Classified Other Salaries	42,120	40,950	49,886	44,162	5,724	(3,212)	2,041
	SUBTOTAL - Classified Salaries	**139,051**	**113,416**	**132,734**	**127,010**	**5,724**	**(13,594)**	**(12,041)**
Employee Benefits								
3100	STRS	104,473	124,318	126,586	126,191	394	(1,873)	21,718
3200	PERS	20,799	17,615	20,615	19,726	889	(2,111)	(1,073)
3300	OASDI-Medicare-Alternative	22,357	23,924	25,859	25,381	478	(1,458)	3,024
3400	Health & Welfare Benefits	138,022	206,568	215,568	215,568	-	(9,000)	77,547
3500	Unemployment Insurance	447	3,505	660	657	3	2,848	210
3600	Workers Comp Insurance	9,599	11,383	11,812	11,716	95	(333)	2,117
3900	Other Employee Benefits	-	1,395	1,395	1,395	-	-	1,395
	SUBTOTAL - Employee Benefits	**295,697**	**388,709**	**402,495**	**400,635**	**1,859**	**(11,927)**	**104,938**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	18,220	22,000	18,220	18,220	-	3,780	-
4200	Books & Other Reference Materials	1,496	5,500	5,500	5,500	-	-	4,004
4315	Custodial Supplies	-	1,000	1,000	1,000	-	-	1,000
4320	Educational Software	31,621	45,000	50,000	50,000	-	(5,000)	18,379
4325	Instructional Materials & Supplies	13,808	11,000	45,536	45,536	-	(34,536)	31,729
4326	Art & Music Supplies	-	-	2,000	2,000	-	(2,000)	2,000
4330	Office Supplies	7,964	5,000	10,000	10,000	-	(5,000)	2,036
4335	PE Supplies	-	-	2,000	2,000	-	(2,000)	2,000
4345	Non Instructional Student Materials & Supplies	532	5,000	5,000	5,000	-	-	4,468
4350	Uniforms	-	-	3,150	3,150	-	(3,150)	3,150
4351	Yearbook	900	-	1,500	1,500	-	(1,500)	600

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Income Statement
As of Apr FY2018

		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
4400	Noncapitalized Equipment	10,999	6,000	210,564	10,999	199,565	(4,999)	-
4410	Classroom Furniture, Equipment & Supplies	907	1,030	2,500	2,500	-	(1,470)	1,593
4420	Computers (individual items less than $5k)	3,661	-	6,061	6,061	-	(6,061)	2,400
4430	Non Classroom Related Furniture, Equipment & Supplies	3,391	7,000	4,600	4,600	-	2,400	1,209
4700	Food	-	112,579	-	-	-	112,579	-
4710	Student Food Services	50,425	-	112,579	112,579	-	(112,579)	62,154
4720	Other Food	620	4,000	4,000	4,000	-	-	3,380
	SUBTOTAL - Books and Supplies	**144,544**	**225,109**	**484,210**	**284,646**	**199,565**	**(59,537)**	**140,101**
	Services & Other Operating Expenses							
5101	CMO Fees	-	78,568	-	-	-	78,568	-
5200	Travel & Conferences	71	5,000	5,000	5,000	-	-	4,929
5210	Conference Fees	-	5,000	5,000	5,000	-	-	5,000
5215	Travel - Mileage, Parking, Tolls	243	1,000	1,000	1,000	-	-	757
5300	Dues & Memberships	1,978	5,000	5,000	5,000	-	-	3,022
5450	Insurance - Other	10,487	7,214	10,760	10,760	-	(3,546)	273
5500	Operations & Housekeeping	293	-	500	500	-	(500)	207
5605	Equipment Leases	4,036	6,600	12,791	12,791	-	(6,191)	8,755
5611	Prop 39 Related Costs	89,397	150,132	119,195	119,195	-	30,937	29,799
5615	Repairs and Maintenance - Building	56	10,000	10,000	10,000	-	-	9,944
5617	Repairs and Maintenance - Other Equipment	(1,440)	3,470	3,470	3,470	-	-	4,910
5803	Accounting Fees	-	5,783	5,783	5,783	-	-	5,783
5809	Banking Fees	-	424	424	424	-	-	424
5813	School Programs - After School Program	20,639	26,088	26,867	26,867	-	(779)	6,228
5814	School Programs - Academic Competitions	1,179	639	2,000	2,000	-	(1,361)	821
5819	School Programs - Other	3,692	391	3,008	3,008	-	(2,617)	(683)
5820	Consultants - Non Instructional	6,911	30,000	30,000	30,000	-	-	23,089
5822	Other Professional Services	28,824	26,000	56,843	56,301	542	(30,301)	27,477
5824	District Oversight Fees	16,763	19,399	19,574	19,309	265	90	2,546
5830	Field Trips Expenses	4,783	5,000	10,000	10,000	-	(5,000)	5,217
5833	Fines and Penalties	878	-	335	877	(542)	(877)	(0)
5845	Legal Fees	7,121	25,000	25,000	25,000	-	-	17,879
5851	Marketing and Student Recruiting	3,255	10,000	10,000	10,000	-	-	6,746
5857	Payroll Fees	7,441	8,000	8,000	8,000	-	-	559
5858	CMO Fees Expense	73,875	-	80,793	80,793	-	(80,793)	6,918
5861	Prior Yr Exp (not accrued)	(1,293)	-	788	788	-	(788)	2,081

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Income Statement
As of Apr FY2018

		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
5863	Professional Development	15,154	37,100	37,100	37,100	-	-	21,946
5864	Professional Development - Tuition Reimbursement	7,030	22,500	22,500	22,500	-	-	15,470
5869	Special Education Contract Instructors	60,840	75,184	75,184	75,184	-	-	14,345
5872	Special Education Encroachment	26,523	30,378	30,779	30,779	-	(401)	4,256
5875	Staff Recruiting	-	2,000	2,000	2,000	-	-	2,000
5884	Substitutes	24,556	15,000	25,000	25,000	-	(10,000)	444
5887	Technology Services	17,535	59,500	58,773	58,773	-	728	41,237
5898	Bad Debt Expense	-	0	-	-	-	0	-
5900	Communications	5,270	3,000	4,200	4,200	-	(1,200)	(1,070)
5915	Postage and Delivery	1,475	2,000	2,000	2,000	-	-	525
	SUBTOTAL - Services & Other Operating Exp.	**437,569**	**675,372**	**709,669**	**709,404**	**265**	**(34,032)**	**271,835**
Capital Outlay & Depreciation								
6900	Depreciation	14,330	11,400	18,908	18,908	-	(7,508)	4,578
	SUBTOTAL - Capital Outlay & Depreciation	**14,330**	**11,400**	**18,908**	**18,908**	**-**	**(7,508)**	**4,578**
Other Outflows								
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**1,759,809**	**2,311,546**	**2,664,272**	**2,454,125**	**210,147**	**(142,579)**	**694,317**

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Income Statement
As of Apr FY2018

	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	1,157,081	1,574,417	1,487,373	1,451,413	(35,960)	(123,004)	294,332
Federal Revenue	117,428	170,405	179,398	179,533	135	9,127	62,105
Other State Revenues	215,319	220,619	286,654	296,206	9,552	75,587	80,887
Local Revenues	7,430	-	8,630	8,630	-	8,630	1,200
Fundraising and Grants	16,121	15,000	14,749	14,749	0	(251)	(1,372)
Total Revenue	**1,513,379**	**1,980,442**	**1,976,804**	**1,950,531**	**(26,272)**	**(29,910)**	**437,152**
Expenses							
Compensation and Benefits	847,246	1,173,022	1,161,242	1,161,242	-	11,780	313,996
Books and Supplies	71,157	127,250	196,445	135,343	61,102	(8,093)	64,187
Services and Other Operating Expenditures	367,400	509,765	507,121	506,105	1,016	3,660	138,705
Depreciation	16,482	28,726	28,726	19,778	8,948	8,948	3,297
Other Outflows	1,730	-	-	-	-	-	(1,730)
Total Expenses	**1,304,014**	**1,838,764**	**1,893,534**	**1,822,469**	**71,066**	**16,295**	**518,455**
Operating Income	**209,365**	**141,678**	**83,270**	**128,063**	**44,793**	**(13,615)**	**(81,303)**
Fund Balance							
Beginning Balance (Unaudited)		1,119,974	1,119,974	1,119,974			
Audit Adjustment		-	138,947	138,947			
Operating Income		141,678	83,270	128,063			
Ending Fund Balance		**1,261,652**	**1,342,191**	**1,386,984**			

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		60	48	48	-	(12)	
7-8		114	116	116	-	2	
Total Enrolled		**174**	**164**	**164**	**-**	(10)	
ADA %							
4-6		97.0%	97.2%	91.7%	-5.5%	-5.3%	
7-8		97.0%	97.2%	95.8%	-1.4%	-1.2%	
Average ADA %		**97.0%**	**97.2%**	**94.6%**	**-2.6%**	**-2.4%**	
ADA							
4-6		58.20	46.65	44.03	(2.62)	(14.17)	
7-8		110.58	112.74	111.09	(1.65)	0.51	
Total ADA		**168.78**	**159.39**	**155.12**	**(4.27)**	**(13.66)**	

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	705,831	1,004,648	931,569	910,504	(21,065)	(94,144)	204,673
8012	Education Protection Account Entitlement	151,387	211,542	204,158	198,687	(5,471)	(12,855)	47,300
8019	State Aid - Prior Years	11	-	-	-	-	-	(11)
8096	Charter Schools in Lieu of Property Taxes	299,852	358,227	351,647	342,223	(9,424)	(16,004)	42,371
	SUBTOTAL - LCFF Entitlement	**1,157,081**	**1,574,417**	**1,487,373**	**1,451,413**	**(35,960)**	**(123,004)**	**294,332**
Federal Revenue								
8181	Special Education - Entitlement	26,777	33,057	31,204	30,368	(836)	(2,689)	3,591
8220	Child Nutrition Programs	18,493	54,279	54,279	54,279	-	-	35,786
8291	Title I	43,021	52,283	61,063	62,038	975	9,755	19,017
8292	Title II	3,691	8,586	7,405	7,401	(4)	(1,185)	3,710
8296	Other Federal Revenue	25,447	22,200	25,447	25,447	-	3,247	(0)
	SUBTOTAL - Federal Revenue	**117,428**	**170,405**	**179,398**	**179,533**	**135**	**9,127**	**62,105**
Other State Revenue								
8319	Other State Apportionments - Prior Years	2,772	-	2,772	2,772	-	2,772	0
8381	Special Education - Entitlement (State)	77,948	96,526	91,197	88,753	(2,444)	(7,773)	10,805
8520	Child Nutrition - State	1,469	3,800	3,800	3,800	-	-	2,331
8545	School Facilities Apportionments	28,915	85,500	64,125	76,950	12,825	(8,550)	48,035
8550	Mandated Cost Reimbursements	19,536	2,397	27,942	27,942	-	25,545	8,406
8560	State Lottery Revenue	18,783	32,397	30,922	30,093	(829)	(2,304)	11,310
8593	Prop 39 Clean Energy	65,896	-	65,896	65,896	-	65,896	-
	SUBTOTAL - Other State Revenue	**215,319**	**220,619**	**286,654**	**296,206**	**9,552**	**75,587**	**80,887**
Local Revenue								
8690	Other Local Revenue	949	-	2,149	2,149	-	2,149	1,200
8715	Option 3	6,482	-	6,482	6,482	-	6,482	-
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0
	SUBTOTAL - Local Revenue	**7,430**	**-**	**8,630**	**8,630**	**-**	**8,630**	**1,200**
Fundraising and Grants								
8802	Donations - Private	3,887	5,000	5,949	2,515	(3,434)	(2,485)	(1,372)
8803	Fundraising	12,234	10,000	8,800	12,234	3,434	2,234	-

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
SUBTOTAL - Fundraising and Grants	**16,121**	**15,000**	**14,749**	**14,749**	**0**	**(251)**	**(1,372)**
TOTAL REVENUE	**1,513,379**	**1,980,442**	**1,976,804**	**1,950,531**	**(26,272)**	**(29,910)**	**437,152**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	394,636	406,727	526,350	526,350	-	(119,623)	131,714
1300	Certificated Supervisor & Administrator Salaries	151,149	311,075	179,324	179,324	-	131,751	28,175
	SUBTOTAL - Certificated Salaries	**545,784**	**717,802**	**705,674**	**705,674**	**-**	**12,128**	**159,890**
Classified Salaries								
2400	Classified Clerical & Office Salaries	38,026	120,575	44,512	44,512	-	76,063	6,486
2900	Classified Other Salaries	48,963	19,200	95,040	95,040	-	(75,840)	46,077
	SUBTOTAL - Classified Salaries	**86,988**	**139,775**	**139,552**	**139,552**	**-**	**223**	**52,563**
Employee Benefits								
3100	STRS	78,381	101,450	98,618	98,618	-	2,832	20,237
3200	PERS	13,081	15,496	21,674	21,674	-	(6,178)	8,593
3300	OASDI-Medicare-Alternative	14,537	22,015	22,287	22,287	-	(272)	7,751
3400	Health & Welfare Benefits	97,333	157,651	157,651	157,651	-	-	60,318
3500	Unemployment Insurance	243	3,429	529	529	-	2,900	286
3600	Workers Comp Insurance	9,744	9,656	9,517	9,517	-	139	(227)
3900	Other Employee Benefits	1,155	5,748	5,741	5,741	-	7	4,586
	SUBTOTAL - Employee Benefits	**214,474**	**315,445**	**316,017**	**316,017**	**-**	**(572)**	**101,543**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	3,510	25,000	25,000	25,000	-	-	21,490
4200	Books & Other Reference Materials	-	1,030	1,030	1,030	-	-	1,030
4315	Custodial Supplies	172	-	-	-	-	-	(172)
4320	Educational Software	13,785	14,420	14,420	14,420	-	(0)	635
4325	Instructional Materials & Supplies	6,226	4,740	6,976	6,976	-	(2,236)	751
4326	Art & Music Supplies	212	-	-	-	-	-	(212)
4330	Office Supplies	8,476	5,000	12,200	12,200	-	(7,200)	3,724
4335	PE Supplies	961	2,060	2,060	2,060	-	-	1,099
4345	Non Instructional Student Materials & Supplies	1,618	2,575	2,478	2,478	-	97	860
4346	Teacher Supplies	1,417	1,030	1,599	1,599	-	(569)	182
4400	Noncapitalized Equipment	-	1,000	61,102	-	61,102	1,000	-

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
4410	Classroom Furniture, Equipment & Supplies	1,149	2,060	1,149	1,149	-	911	0
4430	Non Classroom Related Furniture, Equipment & Supplies	2,029	-	3,000	3,000	-	(3,000)	971
4700	Food	-	66,790	-	-	-	66,790	-
4710	Student Food Services	30,162	-	63,886	63,886	-	(63,886)	33,724
4720	Other Food	1,440	1,545	1,545	1,545	-	-	105
	SUBTOTAL - Books and Supplies	**71,157**	**127,250**	**196,445**	**135,343**	**61,102**	**(8,093)**	**64,187**
	Services & Other Operating Expenses							
5101	CMO Fees	-	78,568	-	-	-	78,568	-
5210	Conference Fees	225	1,030	632	632	-	398	407
5215	Travel - Mileage, Parking, Tolls	513	1,500	1,440	1,440	-	60	927
5220	Travel and Lodging	458	-	458	458	-	(458)	0
5300	Dues & Memberships	1,320	1,881	1,881	1,881	-	-	560
5450	Insurance - Other	9,253	10,133	9,792	9,792	-	341	539
5500	Operations & Housekeeping	518	4,120	4,120	4,120	-	-	3,602
5510	Utilities - Gas and Electric	7,112	7,700	7,700	7,700	-	-	588
5605	Equipment Leases	4,782	4,944	4,944	4,944	-	-	162
5610	Rent	104,500	114,000	114,000	114,000	-	-	9,500
5615	Repairs and Maintenance - Building	-	17,060	16,337	16,337	-	723	16,337
5803	Accounting Fees	-	4,635	4,635	4,635	-	-	4,635
5809	Banking Fees	-	515	103	103	-	412	103
5819	School Programs - Other	1,308	3,000	3,000	3,000	-	-	1,692
5820	Consultants - Non Instructional	4,004	8,240	8,240	8,240	-	-	4,236
5822	Other Professional Services	19,019	27,596	20,193	20,193	-	7,403	1,174
5824	District Oversight Fees	12,692	15,744	14,874	14,514	360	1,230	1,822
5830	Field Trips Expenses	4,808	10,300	15,300	15,300	-	(5,000)	10,493
5833	Fines and Penalties	1,779	-	1,135	1,135	-	(1,135)	(644)
5845	Legal Fees	-	5,000	5,000	5,000	-	-	5,000
5851	Marketing and Student Recruiting	1,077	18,540	9,284	9,284	-	9,256	8,207
5857	Payroll Fees	6,930	10,403	10,403	10,403	-	-	3,473
5858	CMO Fees Expense	73,875	-	80,793	80,793	-	(80,793)	6,918
5861	Prior Yr Exp (not accrued)	3,097	-	3,400	3,400	-	(3,400)	303
5863	Professional Development	2,337	15,000	18,000	18,000	-	(3,000)	15,663
5864	Professional Development - Tuition Reimbursement	2,005	25,000	28,000	28,000	-	(3,000)	25,995
5869	Special Education Contract Instructors	30,039	35,000	35,000	35,000	-	-	4,961
5872	Special Education Encroachment	25,493	25,917	24,480	23,824	656	2,092	(1,669)

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
5884	Substitutes	10,981	15,000	15,000	15,000	-	-	4,019
5887	Technology Services	20,903	41,820	39,857	39,857	-	1,963	18,954
5898	Bad Debt Expense	12,220	0	0	0	-	-	(12,219)
5900	Communications	4,683	3,000	5,000	5,000	-	(2,000)	317
5915	Postage and Delivery	1,468	4,120	4,120	4,120	-	-	2,652
	SUBTOTAL - Services & Other Operating Exp.	**367,400**	**509,765**	**507,121**	**506,105**	**1,016**	**3,660**	**138,705**
Capital Outlay & Depreciation								
6900	Depreciation	16,482	28,726	28,726	19,778	8,948	8,948	3,297
	SUBTOTAL - Capital Outlay & Depreciation	**16,482**	**28,726**	**28,726**	**19,778**	**8,948**	**8,948**	**3,297**
Other Outflows								
7999	Uncategorized Expense	1,730	-	-	-	-	-	(1,730)
	SUBTOTAL - Other Outflows	**1,730**	**-**	**-**	**-**	**-**	**-**	**(1,730)**
TOTAL EXPENSES		**1,304,014**	**1,838,764**	**1,893,534**	**1,822,469**	**71,066**	**16,295**	**518,455**

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Income Statement
As of Apr FY2018

	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	2,005,763	2,658,045	2,569,437	2,572,314	2,877	(85,731)	566,550
Federal Revenue	185,749	235,853	261,494	263,088	1,594	27,235	77,339
Other State Revenues	662,212	564,241	796,513	827,717	31,204	263,475	165,505
Local Revenues	52,072	53,168	53,111	53,111	-	(57)	1,039
Fundraising and Grants	15,786	11,000	18,390	18,390	-	7,390	2,604
Total Revenue	**2,921,582**	**3,522,307**	**3,698,944**	**3,734,618**	**35,675**	**212,311**	**813,036**
Expenses							
Compensation and Benefits	1,339,166	1,682,985	1,675,843	1,675,843	-	7,142	336,677
Books and Supplies	147,821	188,317	420,268	208,228	212,040	(19,910)	60,407
Services and Other Operating Expenditures	1,164,096	1,551,087	1,468,204	1,481,138	(12,934)	69,949	317,042
Depreciation	16,905	45,159	44,909	22,844	22,065	22,315	5,939
Other Outflows	(487)	-	-	-	-	-	487
Total Expenses	**2,667,501**	**3,467,548**	**3,609,224**	**3,388,053**	**221,171**	**79,495**	**720,552**
Operating Income	**254,082**	**54,759**	**89,720**	**346,566**	**256,846**	**291,807**	**92,484**
Fund Balance							
Beginning Balance (Unaudited)		901,012	901,012	901,012			
Audit Adjustment		-	111,318	111,318			
Operating Income		54,759	89,720	346,566			
Ending Fund Balance		**955,771**	**1,102,050**	**1,358,896**			

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
KEY ASSUMPTIONS							
Enrollment Summary							
K-3		165	163	163	-	(2)	
4-6		130	123	123	-	(7)	
Total Enrolled		**295**	**286**	**286**	**-**	(9)	
ADA %							
K-3		96.0%	95.9%	93.5%	-2.4%	-2.5%	
4-6		96.0%	95.9%	99.5%	3.6%	3.5%	
Average ADA %		**96.0%**	**95.9%**	**96.1%**	**0.2%**	**0.1%**	
ADA							
K-3		158.40	156.24	152.39	(3.85)	(6.01)	
4-6		124.80	117.90	122.36	4.46	(2.44)	
Total ADA		**283.20**	**274.14**	**274.75**	**0.61**	**(8.45)**	

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	1,219,186	1,713,079	1,624,450	1,625,219	769	(87,861)	406,033
8012	Education Protection Account Entitlement	258,383	343,888	340,188	340,947	759	(2,941)	82,564
8019	State Aid - Prior Years	20	-	-	-	-	-	(20)
8096	Charter Schools in Lieu of Property Taxes	528,174	601,078	604,799	606,148	1,349	5,070	77,974
	SUBTOTAL - LCFF Entitlement	**2,005,763**	**2,658,045**	**2,569,437**	**2,572,314**	**2,877**	**(85,731)**	**566,550**
Federal Revenue								
8181	Special Education - Entitlement	47,166	55,467	53,668	53,788	120	(1,679)	6,622
8220	Child Nutrition Programs	35,446	78,624	78,624	78,624	-	(0)	43,178
8291	Title I	75,333	72,015	92,549	94,030	1,481	22,015	18,697
8292	Title II	2,966	13,491	11,815	11,808	(7)	(1,683)	8,842
8296	Other Federal Revenue	24,838	16,256	24,838	24,838	-	8,582	(0)
	SUBTOTAL - Federal Revenue	**185,749**	**235,853**	**261,494**	**263,088**	**1,594**	**27,235**	**77,339**
Other State Revenue								
8319	Other State Apportionments - Prior Years	4,604	-	4,604	4,604	-	4,604	0
8381	Special Education - Entitlement (State)	137,302	161,963	156,851	157,201	350	(4,762)	19,899
8520	Child Nutrition - State	2,758	6,152	6,152	6,152	-	(0)	3,394
8545	School Facilities Apportionments	95,037	187,802	153,677	184,412	30,735	(3,390)	89,375
8550	Mandated Cost Reimbursements	32,305	3,963	46,206	46,206	-	42,243	13,901
8560	State Lottery Revenue	30,746	54,360	53,183	53,302	119	(1,058)	22,556
8593	Prop 39 Clean Energy	212,040	-	212,040	212,040	-	212,040	-
8596	ASES	147,420	150,000	163,800	163,800	-	13,800	16,380
	SUBTOTAL - Other State Revenue	**662,212**	**564,241**	**796,513**	**827,717**	**31,204**	**263,475**	**165,505**
Local Revenue								
8634	Food Service Sales	9,194	10,560	10,560	10,560	-	(0)	1,366
8682	Summer Program	32,504	26,848	32,504	32,504	-	5,656	-
8690	Other Local Revenue	1,898	15,759	1,898	1,898	-	(13,861)	0
8715	Option 3	8,148	-	8,148	8,148	-	8,148	-
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0
8999	Uncategorized Revenue	328	-	-	-	-	-	(328)
	SUBTOTAL - Local Revenue	**52,072**	**53,168**	**53,111**	**53,111**	**-**	**(57)**	**1,039**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
Fundraising and Grants								
8802	Donations - Private	-	1,000	2,898	1,898	(1,000)	898	1,898
8803	Fundraising	15,786	10,000	15,492	16,492	1,000	6,492	706
	SUBTOTAL - Fundraising and Grants	**15,786**	**11,000**	**18,390**	**18,390**	**(0)**	**7,390**	**2,604**
TOTAL REVENUE		**2,921,582**	**3,522,307**	**3,698,944**	**3,734,618**	**35,675**	**212,311**	**813,036**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	677,312	859,400	843,318	843,318	-	16,082	166,006
1300	Certificated Supervisor & Administrator Salaries	138,514	160,000	170,741	170,741	-	(10,741)	32,227
	SUBTOTAL - Certificated Salaries	**815,826**	**1,019,400**	**1,014,059**	**1,014,059**	**-**	**5,341**	**198,233**
Classified Salaries								
2400	Classified Clerical & Office Salaries	84,128	79,040	71,200	71,200	-	7,840	(12,928)
2900	Classified Other Salaries	118,518	175,303	181,703	181,703	-	(6,400)	63,184
	SUBTOTAL - Classified Salaries	**202,647**	**254,343**	**252,903**	**252,903**	**-**	**1,440**	**50,256**
Employee Benefits								
3100	STRS	115,946	136,082	141,816	141,816	-	(5,734)	25,870
3200	PERS	27,279	38,725	38,737	38,737	-	(11)	11,458
3300	OASDI-Medicare-Alternative	27,274	38,972	35,990	35,990	-	2,983	8,716
3400	Health & Welfare Benefits	133,612	177,244	177,244	177,244	-	-	43,632
3500	Unemployment Insurance	704	3,637	828	828	-	2,809	124
3600	Workers Comp Insurance	15,878	14,342	14,266	14,266	-	76	(1,612)
3900	Other Employee Benefits	0	238	-	-	-	238	(0)
	SUBTOTAL - Employee Benefits	**320,693**	**409,241**	**408,881**	**408,881**	**-**	**360**	**88,188**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	23,979	22,000	28,000	28,000	-	(6,000)	4,021
4200	Books & Other Reference Materials	229	1,000	1,000	1,000	-	-	771
4315	Custodial Supplies	4,096	8,000	8,000	8,000	-	-	3,904
4320	Educational Software	15,674	12,149	16,649	16,649	-	(4,500)	975
4325	Instructional Materials & Supplies	6,877	10,871	6,886	6,886	-	3,985	9
4326	Art & Music Supplies	370	5,000	3,000	2,700	300	2,300	2,330
4330	Office Supplies	8,788	5,000	9,000	9,000	-	(4,000)	212
4335	PE Supplies	1,066	2,000	2,000	2,000	-	-	934
4345	Non Instructional Student Materials & Supplies	1,823	1,500	1,691	1,991	(300)	(491)	168
4346	Teacher Supplies	229	2,400	2,400	2,400	-	-	2,171
4351	Yearbook	650	760	760	760	-	-	110

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Income Statement
As of Apr FY2018

		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
4361	PY Supplies Expenses (not accrued)	1,866	-	1,866	1,866	-	(1,866)	0
4400	Noncapitalized Equipment	8,002	-	222,040	10,000	212,040	(10,000)	1,998
4410	Classroom Furniture, Equipment & Supplies	3,498	2,991	3,498	3,498	-	(507)	0
4420	Computers (individual items less than $5k)	891	-	1,000	1,000	-	(1,000)	109
4430	Non Classroom Related Furniture, Equipment & Supplies	3,653	3,009	4,608	4,608	-	(1,599)	955
4700	Food	-	109,638	-	-	-	109,638	-
4710	Student Food Services	65,225	-	104,870	104,870	-	(104,870)	39,644
4720	Other Food	903	2,000	3,000	3,000	-	(1,000)	2,097
	SUBTOTAL - Books and Supplies	**147,821**	**188,317**	**420,268**	**208,228**	**212,040**	**(19,910)**	**60,407**
	Services & Other Operating Expenses							
5101	CMO Fees	-	654,729	-	-	-	654,729	-
5210	Conference Fees	-	1,000	1,000	1,000	-	-	1,000
5215	Travel - Mileage, Parking, Tolls	1,262	1,000	2,000	2,000	-	(1,000)	738
5220	Travel and Lodging	218	1,272	1,272	1,272	-	0	1,054
5300	Dues & Memberships	3,750	9,000	7,046	7,046	-	1,954	3,296
5450	Insurance - Other	15,473	17,141	16,456	16,456	-	685	983
5500	Operations & Housekeeping	8,420	10,000	10,000	10,000	-	-	1,580
5510	Utilities - Gas and Electric	34,244	61,248	61,248	58,248	3,000	3,000	24,004
5605	Equipment Leases	5,821	8,400	8,400	8,400	-	-	2,579
5610	Rent	252,217	270,035	273,203	273,203	-	(3,168)	20,986
5615	Repairs and Maintenance - Building	12,352	20,000	10,000	13,000	(3,000)	7,000	648
5617	Repairs and Maintenance - Other Equipment	-	1,000	1,000	1,000	-	-	1,000
5803	Accounting Fees	-	10,300	10,300	6,300	4,000	4,000	6,300
5809	Banking Fees	(154)	3,000	2,877	2,877	-	123	3,031
5813	School Programs - After School Program	131,040	150,000	163,800	163,800	-	(13,800)	32,760
5814	School Programs - Academic Competitions	497	1,000	1,000	1,000	-	-	503
5819	School Programs - Other	4,996	4,000	4,000	5,000	(1,000)	(1,000)	4
5820	Consultants - Non Instructional	5,432	8,584	8,584	8,584	-	-	3,152
5822	Other Professional Services	26,678	17,596	31,252	31,252	-	(13,656)	4,574
5824	District Oversight Fees	22,346	26,580	25,694	25,723	(29)	857	3,378
5830	Field Trips Expenses	2,770	5,000	8,000	8,000	-	(3,000)	5,230
5833	Fines and Penalties	1,888	-	1,077	1,888	(811)	(1,888)	0
5845	Legal Fees	7,500	6,000	8,000	8,000	-	(2,000)	500
5851	Marketing and Student Recruiting	-	1,000	3,000	3,000	-	(2,000)	3,000
5857	Payroll Fees	9,574	14,420	14,420	14,420	-	-	4,846

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Income Statement
As of Apr FY2018

		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
5858	CMO Fees Expense	448,852	-	538,623	538,623	-	(538,623)	89,771
5861	Prior Yr Exp (not accrued)	2,769	-	3,019	3,019	-	(3,019)	250
5863	Professional Development	1,084	4,000	4,000	4,000	-	-	2,916
5864	Professional Development - Tuition Reimbursement	6,151	14,200	14,200	14,200	-	-	8,049
5869	Special Education Contract Instructors	61,458	114,324	114,324	114,324	-	-	52,866
5872	Special Education Encroachment	36,894	43,486	42,104	42,198	(94)	1,288	5,304
5884	Substitutes	31,730	25,000	30,000	45,000	(15,000)	(20,000)	13,270
5887	Technology Services	25,994	40,170	40,705	40,705	-	(535)	14,710
5899	Miscellaneous Operating Expenses	-	0	-	-	-	0	-
5900	Communications	668	4,000	4,000	4,000	-	-	3,332
5915	Postage and Delivery	2,170	3,600	3,600	3,600	-	-	1,430
	SUBTOTAL - Services & Other Operating Exp.	**1,164,096**	**1,551,087**	**1,468,204**	**1,481,138**	**(12,934)**	**69,949**	**317,042**
Capital Outlay & Depreciation								
6900	Depreciation	16,905	45,159	44,909	22,844	22,065	22,315	5,939
	SUBTOTAL - Capital Outlay & Depreciation	**16,905**	**45,159**	**44,909**	**22,844**	**22,065**	**22,315**	**5,939**
Other Outflows								
7999	Uncategorized Expense	(487)	-	-	-	-	-	487
	SUBTOTAL - Other Outflows	**(487)**	**-**	**-**	**-**	**-**	**-**	**487**
TOTAL EXPENSES		**2,667,501**	**3,467,548**	**3,609,224**	**3,388,053**	**221,171**	**79,495**	**720,552**

MSA-8
Income Statement
As of Apr FY2018

	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	3,502,102	4,656,757	4,526,679	4,545,675	18,996	(111,082)	1,043,573
Federal Revenue	207,131	304,497	339,008	342,766	3,758	38,269	135,635
Other State Revenues	578,916	528,197	840,876	841,820	944	313,622	262,903
Local Revenues	43,105	34,273	42,972	43,104	132	8,831	(1)
Fundraising and Grants	22,494	20,000	22,236	22,236	-	2,236	(257)
Total Revenue	**4,353,748**	**5,543,724**	**5,771,771**	**5,795,601**	**23,830**	**251,877**	**1,441,854**
Expenses							
Compensation and Benefits	2,089,373	2,782,961	2,760,779	2,760,779	-	22,182	671,406
Books and Supplies	244,528	426,715	643,235	416,576	226,659	10,139	172,048
Services and Other Operating Expenditures	1,555,323	2,090,297	2,206,129	2,206,129	(0)	(115,832)	650,806
Depreciation	56,505	96,064	104,814	90,528	14,286	5,536	34,023
Other Outflows	(86)	-	-	-	-	-	86
Total Expenses	**3,945,643**	**5,396,037**	**5,714,957**	**5,474,012**	**240,945**	**(77,975)**	**1,528,369**
Operating Income	**408,105**	**147,687**	**56,814**	**321,589**	**264,775**	**173,902**	**(86,515)**
Fund Balance							
Beginning Balance (Unaudited)		3,045,002	3,045,002	3,045,002			
Audit Adjustment		-	321,397	321,397			
Operating Income		147,687	56,814	321,589			
Ending Fund Balance		**3,192,689**	**3,423,213**	**3,687,988**			

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Income Statement
As of Apr FY2018

	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
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		165	137	137	-	(28)	
7-8		330	343	343	-	13	
Total Enrolled		**495**	**480**	**480**	**-**	(15)	
ADA %							
4-6		98.2%	98.3%	96.3%	-2.0%	-1.9%	
7-8		98.2%	98.3%	99.4%	1.1%	1.2%	
Average ADA %		**98.2%**	**98.3%**	**98.5%**	**0.3%**	**0.3%**	
ADA							
4-6		162.07	134.62	131.91	(2.71)	(30.16)	
7-8		324.14	337.03	340.97	3.94	16.83	
Total ADA		**486.22**	**471.65**	**472.88**	**1.23**	**(13.34)**	

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Income Statement
As of Apr FY2018

		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
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	2,147,027	3,013,672	2,880,329	2,894,992	14,663	(118,680)	747,965
8012	Education Protection Account Entitlement	455,487	611,114	605,809	607,392	1,582	(3,722)	151,905
8019	State Aid - Prior Years	33	-	-	33	33	33	-
8096	Charter Schools in Lieu of Property Taxes	899,555	1,031,971	1,040,540	1,043,258	2,718	11,287	143,703
	SUBTOTAL - LCFF Entitlement	**3,502,102**	**4,656,757**	**4,526,679**	**4,545,675**	**18,996**	**(111,082)**	**1,043,573**
Federal Revenue								
8181	Special Education - Entitlement	80,330	95,230	92,335	92,576	241	(2,654)	12,246
8291	Title I	120,690	181,156	222,217	225,747	3,530	44,591	105,057
8292	Title II	6,111	28,111	24,456	24,443	(13)	(3,668)	18,332
	SUBTOTAL - Federal Revenue	**207,131**	**304,497**	**339,008**	**342,766**	**3,758**	**38,269**	**135,635**
Other State Revenue								
8319	Other State Apportionments - Prior Years	9,791	-	9,791	9,791	-	9,791	-
8381	Special Education - Entitlement (State)	233,845	278,070	269,858	270,563	705	(7,507)	36,718
8550	Mandated Cost Reimbursements	55,420	6,799	79,268	79,268	-	72,469	23,848
8560	State Lottery Revenue	53,201	93,329	91,500	91,739	239	(1,590)	38,537
8593	Prop 39 Clean Energy	226,659	-	226,659	226,659	-	226,659	-
8596	ASES	-	150,000	163,800	163,800	-	13,800	163,800
	SUBTOTAL - Other State Revenue	**578,916**	**528,197**	**840,876**	**841,820**	**944**	**313,622**	**262,903**
Local Revenue								
8682	Summer Program	26,222	34,273	26,222	26,222	-	(8,051)	-
8690	Other Local Revenue	2,236	-	2,236	2,236	-	2,236	-
8715	Option 3	14,514	-	14,514	14,514	-	14,514	(0)
8720	Revenue Program 20	132	-	-	132	132	132	(0)
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0
	SUBTOTAL - Local Revenue	**43,105**	**34,273**	**42,972**	**43,104**	**132**	**8,831**	**(1)**
Fundraising and Grants								
8802	Donations - Private	-	-	2,236	2,236	-	2,236	2,236
8803	Fundraising	22,494	20,000	20,000	20,000	-	-	(2,494)
	SUBTOTAL - Fundraising and Grants	**22,494**	**20,000**	**22,236**	**22,236**	**-**	**2,236**	**(257)**

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Income Statement
As of Apr FY2018

	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
TOTAL REVENUE	**4,353,748**	**5,543,724**	**5,771,771**	**5,795,601**	**23,830**	**251,877**	**1,441,854**

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Income Statement
As of Apr FY2018

		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
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	1,012,526	1,470,435	1,412,823	1,412,823	-	57,613	400,297
1300	Certificated Supervisor & Administrator Salaries	280,234	313,320	390,909	390,909	-	(77,589)	110,675
	SUBTOTAL - Certificated Salaries	**1,292,760**	**1,783,755**	**1,803,731**	**1,803,731**	**-**	**(19,976)**	**510,972**
Classified Salaries								
2400	Classified Clerical & Office Salaries	108,064	128,378	127,982	127,982	-	395	19,918
2900	Classified Other Salaries	161,132	207,251	175,118	175,118	-	32,133	13,985
	SUBTOTAL - Classified Salaries	**269,196**	**335,628**	**303,100**	**303,100**	**-**	**32,528**	**33,904**
Employee Benefits								
3100	STRS	189,036	247,439	245,921	245,921	-	1,519	56,884
3200	PERS	36,385	52,126	47,074	47,074	-	5,052	10,690
3300	OASDI-Medicare-Alternative	37,903	55,818	55,510	55,510	-	308	17,608
3400	Health & Welfare Benefits	236,637	279,968	279,968	279,968	-	-	43,331
3500	Unemployment Insurance	1,721	4,060	1,277	1,277	-	2,783	(444)
3600	Workers Comp Insurance	25,261	23,864	23,723	23,723	-	141	(1,538)
3900	Other Employee Benefits	475	302	475	475	-	(173)	-
	SUBTOTAL - Employee Benefits	**527,417**	**663,577**	**653,948**	**653,948**	**-**	**9,630**	**126,530**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	26,225	50,000	50,000	49,000	1,000	1,000	22,775
4200	Books & Other Reference Materials	571	1,000	1,000	1,000	-	-	429
4320	Educational Software	43,727	20,000	44,635	44,635	-	(24,635)	908
4325	Instructional Materials & Supplies	21,142	40,000	39,869	39,869	-	131	18,727
4326	Art & Music Supplies	6,934	7,500	7,500	7,500	-	-	566
4330	Office Supplies	18,059	6,700	17,251	18,251	(1,000)	(11,551)	192
4335	PE Supplies	-	2,500	2,500	2,500	-	-	2,500
4345	Non Instructional Student Materials & Supplies	4,324	5,000	5,000	5,000	-	-	676
4346	Teacher Supplies	106	5,000	3,022	3,022	-	1,978	2,916
4350	Uniforms	2,493	515	2,493	2,493	-	(1,978)	(0)
4351	Yearbook	307	1,500	1,500	1,500	-	-	1,193

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Income Statement
As of Apr FY2018

		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
4400	Noncapitalized Equipment	230	11,000	237,659	11,000	226,659	-	10,770
4410	Classroom Furniture, Equipment & Supplies	402	1,000	1,000	1,000	-	-	598
4420	Computers (individual items less than $5k)	6,153	15,000	15,000	15,000	-	-	8,847
4430	Non Classroom Related Furniture, Equipment & Supplies	4,929	5,000	5,000	5,000	-	-	71
4700	Food	-	250,000	-	-	-	250,000	-
4710	Student Food Services	107,539	-	204,806	204,806	-	(204,806)	97,267
4720	Other Food	1,387	5,000	5,000	5,000	-	-	3,613
	SUBTOTAL - Books and Supplies	**244,528**	**426,715**	**643,235**	**416,576**	**226,659**	**10,139**	**172,048**
	Services & Other Operating Expenses							
5101	CMO Fees	-	1,047,567	-	-	-	1,047,567	-
5210	Conference Fees	-	10,000	10,000	10,000	-	-	10,000
5215	Travel - Mileage, Parking, Tolls	362	5,000	5,000	5,000	-	-	4,638
5220	Travel and Lodging	-	10,000	10,000	10,000	-	-	10,000
5300	Dues & Memberships	4,970	7,500	7,500	7,500	-	-	2,530
5450	Insurance - Other	25,430	25,859	28,360	28,360	-	(2,501)	2,930
5500	Operations & Housekeeping	1,391	35,000	35,000	35,000	-	-	33,609
5605	Equipment Leases	40,571	50,000	50,000	50,000	-	-	9,429
5611	Prop 39 Related Costs	179,511	235,830	235,830	235,830	-	-	56,319
5617	Repairs and Maintenance - Other Equipment	-	3,000	3,000	3,000	-	-	3,000
5803	Accounting Fees	-	15,450	15,450	15,450	-	-	15,450
5809	Banking Fees	-	500	500	200	300	300	200
5813	School Programs - After School Program	131,190	150,000	163,800	163,800	-	(13,800)	32,610
5814	School Programs - Academic Competitions	600	-	-	600	(600)	(600)	-
5819	School Programs - Other	1,325	515	1,325	1,325	-	(810)	(0)
5820	Consultants - Non Instructional	4,915	13,000	13,000	13,000	-	-	8,086
5822	Other Professional Services	22,836	45,000	58,307	58,307	-	(13,307)	35,471
5824	District Oversight Fees	39,101	45,221	45,267	45,457	(190)	(235)	6,356
5830	Field Trips Expenses	16,263	20,000	20,000	20,000	-	-	3,737
5833	Fines and Penalties	1,445	-	1,185	1,485	(300)	(1,485)	40
5845	Legal Fees	-	13,000	13,000	12,021	979	979	12,021
5851	Marketing and Student Recruiting	4,207	8,000	8,000	8,000	-	-	3,793
5857	Payroll Fees	11,845	16,995	16,995	16,995	-	-	5,150
5858	CMO Fees Expense	897,704	-	1,077,245	1,077,245	-	(1,077,245)	179,541
5861	Prior Yr Exp (not accrued)	(2,939)	-	(1,161)	(1,161)	-	1,161	1,778
5863	Professional Development	6,317	8,300	8,300	8,300	-	-	1,983

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Income Statement
As of Apr FY2018

		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
5864	Professional Development - Tuition Reimbursement	10,672	75,500	75,500	75,500	-	-	64,828
5869	Special Education Contract Instructors	35,990	55,000	55,000	55,000	-	-	19,010
5872	Special Education Encroachment	62,835	74,660	72,439	72,628	(189)	2,032	9,793
5884	Substitutes	38,419	64,750	64,750	64,750	-	-	26,331
5887	Technology Services	16,858	42,650	98,538	98,538	-	(55,888)	81,680
5899	Miscellaneous Operating Expenses	-	0	0	0	-	-	0
5900	Communications	-	-	2,000	2,000	-	(2,000)	2,000
5915	Postage and Delivery	3,505	12,000	12,000	12,000	-	-	8,495
	SUBTOTAL - Services & Other Operating Exp.	**1,555,323**	**2,090,297**	**2,206,129**	**2,206,129**	**(0)**	**(115,832)**	**650,806**
	Capital Outlay & Depreciation							
6900	Depreciation	56,505	96,064	104,814	90,528	14,286	5,536	34,023
	SUBTOTAL - Capital Outlay & Depreciation	**56,505**	**96,064**	**104,814**	**90,528**	**14,286**	**5,536**	**34,023**
	Other Outflows							
7999	Uncategorized Expense	(86)	-	-	-	-	-	86
	SUBTOTAL - Other Outflows	**(86)**	**-**	**-**	**-**	**-**	**-**	**86**
	TOTAL EXPENSES	**3,945,643**	**5,396,037**	**5,714,957**	**5,474,012**	**240,945**	**(77,975)**	**1,528,369**

MSA-SA
Income Statement
As of Apr FY2018

	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	4,876,920	7,467,687	6,766,761	6,705,513	(61,249)	(762,174)	1,828,592
Federal Revenue	437,628	658,206	726,627	678,306	(48,321)	20,100	240,678
Other State Revenues	463,372	585,070	702,193	693,881	(8,312)	108,811	230,508
Local Revenues	55,409	64,612	58,681	62,681	4,000	(1,930)	7,273
Fundraising and Grants	42,444	32,446	48,358	48,358	-	15,912	5,914
Total Revenue	**5,875,773**	**8,808,020**	**8,302,619**	**8,188,738**	**(113,881)**	**(619,282)**	**2,312,965**
Expenses							
Compensation and Benefits	3,879,435	4,576,489	4,482,293	4,482,293	-	94,197	602,857
Books and Supplies	499,267	733,114	677,538	677,538	0	55,576	178,271
Services and Other Operating Expenditures	1,630,052	2,490,994	2,105,587	2,104,840	747	386,154	474,788
Depreciation	331,028	505,350	594,356	547,780	46,576	(42,430)	216,752
Other Outflows	419,292	173,107	399,641	399,641	-	(226,533)	(19,651)
Total Expenses	**6,759,074**	**8,479,055**	**8,259,415**	**8,212,091**	**47,323**	**266,963**	**1,453,018**
Operating Income	**(883,301)**	**328,966**	**43,205**	**(23,353)**	**(66,558)**	**(352,319)**	**859,947**
Fund Balance							
Beginning Balance (Unaudited)		7,875,025	7,875,025	7,875,025			
Audit Adjustment		-	1,987	1,987			
Operating Income		328,966	43,205	(23,353)			
Ending Fund Balance		**8,203,991**	**7,920,217**	**7,853,659**			

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
KEY ASSUMPTIONS							
Enrollment Summary							
K-3		300	265	265	-	(35)	
4-6		171	182	182	-	11	
7-8		180	157	157	-	(23)	
9-12		161	136	136	-	(25)	
Total Enrolled		**812**	**740**	**740**	**-**	(72)	
ADA %							
K-3		96.0%	96.0%	94.2%	-1.8%	-1.8%	
4-6		96.0%	96.0%	95.7%	-0.3%	-0.3%	
7-8		96.0%	96.0%	94.0%	-2.0%	-2.0%	
9-12		96.0%	96.0%	93.6%	-2.4%	-2.4%	
Average ADA %		**96.0%**	**96.0%**	**94.4%**	**-1.6%**	**-1.6%**	
ADA							
K-3		288.00	254.40	249.53	(4.87)	(38.47)	
4-6		164.16	174.72	174.26	(0.46)	10.10	
7-8		172.80	150.72	147.64	(3.08)	(25.16)	
9-12		154.56	130.56	127.23	(3.33)	(27.33)	
Total ADA		**779.52**	**710.40**	**698.66**	**(11.74)**	**(80.86)**	

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	3,762,397	5,463,689	4,782,451	4,753,995	(28,456)	(709,695)	991,597
8012	Education Protection Account Entitlement	105,448	155,904	142,080	139,732	(2,348)	(16,172)	34,284
8096	Charter Schools in Lieu of Property Taxes	1,009,075	1,848,094	1,842,231	1,811,786	(30,445)	(36,308)	802,711
	SUBTOTAL - LCFF Entitlement	**4,876,920**	**7,467,687**	**6,766,761**	**6,705,513**	**(61,249)**	**(762,174)**	**1,828,592**
Federal Revenue								
8181	Special Education - Entitlement	-	78,500	78,500	81,169	2,669	2,669	81,169
8220	Child Nutrition Programs	127,069	265,178	265,178	265,178	-	-	138,109
8291	Title I	233,929	259,460	282,294	231,304	(50,990)	(28,156)	(2,625)
8292	Title II	10,422	32,868	34,447	34,447	-	1,579	24,025
8293	Title III	5,159	-	5,159	5,159	-	5,159	-
8296	Other Federal Revenue	61,049	22,200	61,049	61,049	-	38,849	(0)
	SUBTOTAL - Federal Revenue	**437,628**	**658,206**	**726,627**	**678,306**	**(48,321)**	**20,100**	**240,678**
Other State Revenue								
8319	Other State Apportionments - Prior Years	9,953	-	9,953	9,953	-	9,953	0
8381	Special Education - Entitlement (State)	271,919	400,673	365,146	359,111	(6,034)	(41,562)	87,192
8382	Special Education Reimbursements (State) - MH	31,680	-	63,360	63,360	-	63,360	31,680
8520	Child Nutrition - State	10,411	23,251	23,251	23,251	-	-	12,840
8550	Mandated Cost Reimbursements	72,675	11,518	102,666	102,666	-	91,148	29,991
8560	State Lottery Revenue	66,735	149,628	137,818	135,540	(2,278)	(14,088)	68,805
	SUBTOTAL - Other State Revenue	**463,372**	**585,070**	**702,193**	**693,881**	**(8,312)**	**108,811**	**230,508**
Local Revenue								
8634	Food Service Sales	17,560	14,459	14,459	18,459	4,000	4,000	899
8660	Interest	3,058	1,000	4,200	4,200	-	3,200	1,142
8682	Summer Program	28,020	39,108	28,020	28,020	-	(11,089)	-
8690	Other Local Revenue	4,812	10,045	10,045	10,045	-	-	5,233
8720	Revenue Program 20	1,958	-	1,958	1,958	-	1,958	(0)
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0
8999	Uncategorized Revenue	1	-	-	-	-	-	(1)
	SUBTOTAL - Local Revenue	**55,409**	**64,612**	**58,681**	**62,681**	**4,000**	**(1,930)**	**7,273**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
Fundraising and Grants								
8802	Donations - Private	10,704	30,000	17,312	16,618	(694)	(13,382)	5,914
8803	Fundraising	31,740	2,446	31,046	31,740	694	29,294	(0)
	SUBTOTAL - Fundraising and Grants	**42,444**	**32,446**	**48,358**	**48,358**	**-**	**15,912**	**5,914**
TOTAL REVENUE		**5,875,773**	**8,808,020**	**8,302,619**	**8,188,738**	**(113,881)**	**(619,282)**	**2,312,965**

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	1,861,255	2,287,119	2,209,260	2,209,260	-	77,859	348,004
1300	Certificated Supervisor & Administrator Salaries	432,992	644,782	568,872	568,872	-	75,910	135,880
	SUBTOTAL - Certificated Salaries	**2,294,247**	**2,931,901**	**2,778,131**	**2,778,131**	**-**	**153,769**	**483,884**
Classified Salaries								
2400	Classified Clerical & Office Salaries	192,363	166,916	201,380	201,380	-	(34,464)	9,018
2900	Classified Other Salaries	487,988	345,725	392,306	392,306	-	(46,582)	(95,682)
	SUBTOTAL - Classified Salaries	**680,351**	**512,641**	**593,687**	**593,687**	**-**	**(81,046)**	**(86,664)**
Employee Benefits								
3100	STRS	328,726	394,920	391,284	391,284	-	3,636	62,558
3200	PERS	58,129	72,853	63,437	63,437	-	9,416	5,309
3300	OASDI-Medicare-Alternative	85,704	93,826	89,825	89,825	-	4,001	4,121
3400	Health & Welfare Benefits	387,422	505,621	505,621	505,621	-	-	118,199
3500	Unemployment Insurance	1,466	4,722	2,284	2,284	-	2,438	818
3600	Workers Comp Insurance	43,403	38,786	37,967	37,967	-	819	(5,436)
3900	Other Employee Benefits	(13)	21,219	20,056	20,056	-	1,163	20,070
	SUBTOTAL - Employee Benefits	**904,837**	**1,131,948**	**1,110,475**	**1,110,475**	**-**	**21,473**	**205,638**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	62,959	46,800	62,958	62,958	-	(16,158)	(0)
4200	Books & Other Reference Materials	10,371	20,000	10,500	10,500	-	9,500	129
4315	Custodial Supplies	9,100	30,000	20,000	20,000	-	10,000	10,900
4320	Educational Software	49,636	45,000	61,070	61,070	-	(16,070)	11,435
4325	Instructional Materials & Supplies	24,750	50,000	49,495	49,495	-	505	24,746
4326	Art & Music Supplies	2,925	10,000	5,000	4,800	200	5,200	1,875
4330	Office Supplies	14,131	5,000	13,965	14,165	(200)	(9,165)	34
4335	PE Supplies	4,378	57,500	7,500	7,500	-	50,000	3,122
4345	Non Instructional Student Materials & Supplies	8,519	15,000	9,654	9,654	-	5,346	1,135
4346	Teacher Supplies	4,014	10,000	8,487	8,487	-	1,513	4,473
4361	PY Supplies Expenses (not accrued)	2,158	-	2,158	2,158	-	(2,158)	0

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
4400	Noncapitalized Equipment	20,462	10,500	20,462	20,462	-	(9,962)	(0)
4410	Classroom Furniture, Equipment & Supplies	34,405	75,000	60,038	60,038	-	14,962	25,633
4420	Computers (individual items less than $5k)	-	2,500	2,500	2,500	-	-	2,500
4430	Non Classroom Related Furniture, Equipment & Supplies	1,164	2,493	2,493	2,493	-	-	1,329
4700	Food	-	348,321	-	-	-	348,321	-
4710	Student Food Services	243,365	-	333,176	333,176	0	(333,176)	89,811
4720	Other Food	6,930	5,000	8,081	8,081	-	(3,081)	1,151
	SUBTOTAL - Books and Supplies	**499,267**	**733,114**	**677,538**	**677,538**	**0**	**55,576**	**178,271**
	Services & Other Operating Expenses							
5101	CMO Fees	-	1,047,567	-	-	-	1,047,567	-
5210	Conference Fees	1,120	8,809	8,809	8,809	-	-	7,689
5215	Travel - Mileage, Parking, Tolls	1,619	7,000	2,921	2,921	-	4,079	1,302
5220	Travel and Lodging	4,561	-	4,623	4,623	-	(4,623)	62
5300	Dues & Memberships	8,690	6,000	8,690	8,690	-	(2,690)	-
5450	Insurance - Other	29,756	21,456	30,180	30,180	-	(8,724)	424
5500	Operations & Housekeeping	19,839	40,000	25,000	25,000	-	15,000	5,161
5510	Utilities - Gas and Electric	72,885	100,000	100,000	100,000	-	-	27,115
5605	Equipment Leases	29,318	47,344	47,344	47,344	-	-	18,026
5610	Rent	-	299,681	-	-	-	299,681	-
5615	Repairs and Maintenance - Building	39,667	50,000	50,000	50,000	-	-	10,333
5803	Accounting Fees	-	11,000	11,000	7,463	3,537	3,537	7,463
5809	Banking Fees	2,079	7,460	2,760	2,760	-	4,700	681
5813	School Programs - After School Program	4,393	5,000	5,000	5,000	-	-	607
5814	School Programs - Academic Competitions	7,245	10,000	10,000	10,000	-	-	2,755
5819	School Programs - Other	7,121	-	7,636	7,636	-	(7,636)	515
5820	Consultants - Non Instructional	-	10,000	-	-	-	10,000	-
5822	Other Professional Services	45,979	21,546	46,484	46,484	-	(24,938)	506
5824	District Oversight Fees	67,188	74,677	67,668	67,055	612	7,622	(133)
5830	Field Trips Expenses	15,304	25,000	25,000	25,000	-	-	9,696
5833	Fines and Penalties	3,943	-	406	3,943	(3,537)	(3,943)	(0)
5845	Legal Fees	4,521	10,000	10,000	10,000	-	-	5,479
5848	Licenses and Other Fees	25,412	-	25,412	25,412	-	(25,412)	(0)
5851	Marketing and Student Recruiting	19,154	15,000	20,000	20,000	-	(5,000)	847
5857	Payroll Fees	28,608	31,544	31,544	31,544	-	-	2,936
5858	CMO Fees Expense	875,446	-	1,077,245	1,077,245	-	(1,077,245)	201,799

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
5861	Prior Yr Exp (not accrued)	6,781	-	6,781	6,781	-	(6,781)	(0)
5863	Professional Development	10,233	40,494	21,139	21,139	-	19,355	10,906
5864	Professional Development - Tuition Reimbursement	18,755	96,300	71,800	71,800	-	24,500	53,045
5869	Special Education Contract Instructors	162,341	275,000	200,000	200,000	-	75,000	37,659
5872	Special Education Encroachment	-	19,167	17,746	17,611	135	1,556	17,611
5884	Substitutes	63,226	90,640	80,000	80,000	-	10,640	16,774
5887	Technology Services	44,788	107,310	73,899	73,899	-	33,411	29,112
5900	Communications	5,378	3,000	6,500	6,500	-	(3,500)	1,122
5915	Postage and Delivery	4,703	10,000	10,000	10,000	-	-	5,297
	SUBTOTAL - Services & Other Operating Exp.	**1,630,052**	**2,490,994**	**2,105,587**	**2,104,840**	**747**	**386,154**	**474,788**
Capital Outlay & Depreciation								
6900	Depreciation	331,028	505,350	594,356	547,780	46,576	(42,430)	216,752
	SUBTOTAL - Capital Outlay & Depreciation	**331,028**	**505,350**	**594,356**	**547,780**	**46,576**	**(42,430)**	**216,752**
Other Outflows								
7438	Long term debt - Interest	408,911	173,107	399,641	399,641	-	(226,533)	(9,270)
7999	Uncategorized Expense	10,382	-	-	-	-	-	(10,382)
	SUBTOTAL - Other Outflows	**419,292**	**173,107**	**399,641**	**399,641**	**-**	**(226,533)**	**(19,651)**
TOTAL EXPENSES		**6,759,074**	**8,479,055**	**8,259,415**	**8,212,091**	**47,323**	**266,963**	**1,453,018**

MSA-SD
Income Statement
As of Apr FY2018

	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	2,436,073	3,298,113	2,953,064	2,950,464	(2,600)	(347,649)	514,391
Federal Revenue	50,142	125,122	131,854	134,192	2,338	9,070	84,049
Other State Revenues	490,877	393,481	675,455	674,527	(927)	281,046	183,650
Local Revenues	45,380	78,739	76,164	76,164	-	(2,575)	30,784
Fundraising and Grants	30,503	31,153	33,051	33,051	-	1,898	2,548
Total Revenue	**3,052,976**	**3,926,609**	**3,869,586**	**3,868,397**	**(1,189)**	**(58,211)**	**815,421**
Expenses							
Compensation and Benefits	1,789,939	2,210,402	2,203,144	2,160,423	42,721	49,979	370,484
Books and Supplies	63,689	144,548	330,564	125,902	204,662	18,647	62,213
Services and Other Operating Expenditures	1,087,799	1,352,286	1,437,230	1,483,250	(46,020)	(130,964)	395,451
Depreciation	37,183	30,295	31,254	30,951	303	(656)	(6,231)
Other Outflows	5,814	-	-	-	-	-	(5,814)
Total Expenses	**2,984,423**	**3,737,532**	**4,002,192**	**3,800,526**	**201,666**	**(62,994)**	**816,103**
Operating Income	**68,553**	**189,077**	**(132,606)**	**67,872**	**200,477**	**(121,205)**	**(681)**
Fund Balance							
Beginning Balance (Unaudited)		1,189,492	1,189,492	1,189,492			
Audit Adjustment		-	59,194	59,194			
Operating Income		189,077	(132,606)	67,872			
Ending Fund Balance		**1,378,569**	**1,116,080**	**1,316,558**			

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		150	126	126	-	(24)	
7-8		300	279	279	-	(21)	
Total Enrolled		**450**	**405**	**405**	**-**	(45)	
ADA %							
4-6		96.5%	96.5%	96.1%	-0.4%	-0.4%	
7-8		96.5%	95.9%	95.6%	-0.3%	-0.9%	
Average ADA %		**96.5%**	**96.1%**	**95.8%**	**-0.3%**	**-0.7%**	
ADA							
4-6		144.75	121.59	121.13	(0.46)	(23.62)	
7-8		289.50	267.70	266.85	(0.85)	(22.65)	
Total ADA		**434.25**	**389.29**	**387.98**	**(1.31)**	**(46.27)**	

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
REVENUE								
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	586,277	865,497	670,910	675,998	5,088	(189,498)	89,721
8012	Education Protection Account Entitlement	59,003	86,850	77,858	77,596	(262)	(9,254)	18,593
8019	State Aid - Prior Years	(2,519)	-	(2,519)	(2,519)	-	(2,519)	(0)
8096	Charter Schools in Lieu of Property Taxes	1,793,312	2,345,766	2,206,815	2,199,389	(7,426)	(146,378)	406,077
	SUBTOTAL - LCFF Entitlement	**2,436,073**	**3,298,113**	**2,953,064**	**2,950,464**	**(2,600)**	**(347,649)**	**514,391**
Federal Revenue								
8181	Special Education - Entitlement	-	53,500	53,500	55,319	1,819	1,819	55,319
8220	Child Nutrition Programs	9,141	28,455	28,455	28,455	-	-	19,314
8291	Title I	29,108	25,163	32,438	32,957	519	7,794	3,849
8292	Title II	1,824	7,804	7,261	7,261	-	(543)	5,437
8296	Other Federal Revenue	10,070	10,200	10,200	10,200	-	-	130
	SUBTOTAL - Federal Revenue	**50,142**	**125,122**	**131,854**	**134,192**	**2,338**	**9,070**	**84,049**
Other State Revenue								
8319	Other State Apportionments - Prior Years	7,782	-	7,782	7,782	-	7,782	0
8381	Special Education - Entitlement (State)	159,050	223,205	200,095	199,422	(673)	(23,783)	40,372
8382	Special Education Reimbursements (State) - MH	19,800	-	39,600	39,600	-	39,600	19,800
8520	Child Nutrition - State	603	1,832	1,832	1,832	-	-	1,229
8550	Mandated Cost Reimbursements	46,550	5,711	66,581	66,581	-	60,870	20,031
8560	State Lottery Revenue	44,492	83,354	75,522	75,268	(254)	(8,085)	30,776
8593	Prop 39 Clean Energy	204,662	-	204,662	204,662	-	204,662	-
8596	ASES	7,938	79,380	79,380	79,380	-	-	71,442
	SUBTOTAL - Other State Revenue	**490,877**	**393,481**	**675,455**	**674,527**	**(927)**	**281,046**	**183,650**
Local Revenue								
8650	Leases and Rentals	-	7,000	7,000	7,000	-	-	7,000
8660	Interest	2,376	1,891	2,500	2,500	-	609	124
8682	Summer Program	21,966	26,848	21,966	21,966	-	(4,882)	-
8690	Other Local Revenue	1,678	-	1,678	1,678	-	1,678	-
8693	Field Trips	19,340	43,000	43,000	43,000	-	-	23,660
8699	All Other Local Revenue	0	-	-	-	-	-	(0)
8720	Revenue Program 20	20	-	20	20	-	20	-

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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	Adopted Budget vs. Current Forecast	Current Forecast Remaining
8910	Contributions from Unrestricted Resource (0000-0)	-	-	0	0	-	0	0
	SUBTOTAL - Local Revenue	**45,380**	**78,739**	**76,164**	**76,164**	**-**	**(2,575)**	**30,784**
Fundraising and Grants								
8802	Donations - Private	-	-	1,898	1,898	-	1,898	1,898
8803	Fundraising	30,503	31,153	31,153	31,153	-	-	650
	SUBTOTAL - Fundraising and Grants	**30,503**	**31,153**	**33,051**	**33,051**	**-**	**1,898**	**2,548**
TOTAL REVENUE		**3,052,976**	**3,926,609**	**3,869,586**	**3,868,397**	**(1,189)**	**(58,211)**	**815,421**

MSA-SD
Income Statement
As of Apr FY2018

		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
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	837,076	1,071,231	1,041,187	1,003,420	37,767	67,811	166,344
1300	Certificated Supervisor & Administrator Salaries	329,281	344,918	402,732	402,732	-	(57,814)	73,451
	SUBTOTAL - Certificated Salaries	**1,166,356**	**1,416,149**	**1,443,919**	**1,406,152**	**37,767**	**9,997**	**239,795**
Classified Salaries								
2400	Classified Clerical & Office Salaries	48,293	143,640	38,480	38,480	-	105,160	(9,813)
2900	Classified Other Salaries	120,233	87,920	162,198	162,198	-	(74,278)	41,966
	SUBTOTAL - Classified Salaries	**168,526**	**231,560**	**200,678**	**200,678**	**-**	**30,882**	**32,153**
Employee Benefits								
3100	STRS	161,531	192,002	195,005	192,163	2,842	(161)	30,632
3200	PERS	23,032	33,945	31,167	31,167	-	2,777	8,136
3300	OASDI-Medicare-Alternative	29,576	43,554	42,026	40,358	1,668	3,196	10,782
3400	Health & Welfare Benefits	222,455	270,550	270,550	270,550	-	-	48,095
3500	Unemployment Insurance	1,101	3,824	1,024	1,005	19	2,819	(96)
3600	Workers Comp Insurance	17,362	18,553	18,518	18,093	425	460	731
3900	Other Employee Benefits	-	266	257	257	-	9	257
	SUBTOTAL - Employee Benefits	**455,057**	**562,693**	**558,547**	**553,593**	**4,954**	**9,100**	**98,536**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	47	5,000	5,000	5,000	-	-	4,953
4200	Books & Other Reference Materials	202	5,000	5,000	5,000	-	-	4,798
4315	Custodial Supplies	1,949	6,180	6,180	6,180	-	-	4,231
4320	Educational Software	8,032	10,000	8,290	8,290	-	1,710	259
4325	Instructional Materials & Supplies	14,377	28,000	21,962	20,462	1,500	7,538	6,085
4326	Art & Music Supplies	959	2,266	2,266	2,266	-	-	1,307
4330	Office Supplies	7,536	5,000	9,000	9,000	-	(4,000)	1,464
4335	PE Supplies	2,907	2,000	2,000	3,500	(1,500)	(1,500)	593
4345	Non Instructional Student Materials & Supplies	4,600	6,180	6,180	6,180	-	-	1,580
4346	Teacher Supplies	533	1,030	1,030	1,030	-	-	498
4361	PY Supplies Expenses (not accrued)	175	-	175	175	-	(175)	-

MSA-SD
Income Statement
As of Apr FY2018

		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
4400	Noncapitalized Equipment	-	12,000	204,662	-	204,662	12,000	-
4410	Classroom Furniture, Equipment & Supplies	3,319	10,000	10,000	10,000	-	-	6,681
4420	Computers (individual items less than $5k)	(641)	7,000	5,440	5,440	-	1,560	6,081
4430	Non Classroom Related Furniture, Equipment & Supplies	-	3,367	3,367	3,367	-	-	3,367
4700	Food	-	34,830	-	-	-	34,830	-
4710	Student Food Services	16,656	-	33,316	33,316	-	(33,316)	16,660
4720	Other Food	3,039	6,695	6,695	6,695	-	-	3,656
	SUBTOTAL - Books and Supplies	**63,689**	**144,548**	**330,564**	**125,902**	**204,662**	**18,647**	**62,213**
	Services & Other Operating Expenses							
5101	CMO Fees	-	362,792	-	-	-	362,792	-
5200	Travel & Conferences	475	-	500	500	-	(500)	25
5210	Conference Fees	1,125	5,150	4,650	4,650	-	500	3,525
5215	Travel - Mileage, Parking, Tolls	1,147	7,210	7,210	7,210	-	-	6,063
5220	Travel and Lodging	3,130	7,000	7,000	7,000	-	-	3,870
5300	Dues & Memberships	4,858	5,562	5,562	5,562	-	-	704
5450	Insurance - Other	18,387	19,137	20,500	20,500	-	(1,363)	2,113
5500	Operations & Housekeeping	14,206	46,480	55,000	55,000	-	(8,520)	40,794
5510	Utilities - Gas and Electric	4,320	20,600	20,600	20,600	-	-	16,280
5605	Equipment Leases	10,170	10,300	10,300	10,300	-	-	130
5610	Rent	525,775	448,870	526,163	526,163	-	(77,293)	388
5615	Repairs and Maintenance - Building	5,402	15,450	15,450	15,450	-	-	10,048
5617	Repairs and Maintenance - Other Equipment	1,096	5,000	5,000	5,000	-	-	3,904
5803	Accounting Fees	-	10,300	10,300	10,300	-	-	10,300
5809	Banking Fees	-	1,030	1,030	1,030	-	-	1,030
5813	School Programs - After School Program	-	79,380	79,380	79,380	-	-	79,380
5814	School Programs - Academic Competitions	1,872	4,500	4,500	4,500	-	-	2,628
5819	School Programs - Other	202	1,100	1,100	1,100	-	-	898
5822	Other Professional Services	21,645	19,596	36,994	36,394	600	(16,798)	14,749
5824	District Oversight Fees	24,838	32,981	29,531	29,505	26	3,476	4,667
5830	Field Trips Expenses	30,490	45,000	45,000	45,000	-	-	14,510
5833	Fines and Penalties	2,818	894	2,252	2,852	(600)	(1,958)	34
5845	Legal Fees	9,072	15,000	15,000	15,000	-	-	5,928
5851	Marketing and Student Recruiting	770	12,000	12,000	12,000	-	-	11,230
5857	Payroll Fees	9,957	15,965	15,965	15,965	-	-	6,008
5858	CMO Fees Expense	272,177	-	326,613	326,613	-	(326,613)	54,436

MSA-SD
Income Statement
As of Apr FY2018

		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
5861	Prior Yr Exp (not accrued)	3,344	-	3,344	3,344	-	(3,344)	-
5863	Professional Development	2,694	5,000	12,000	12,000	-	(7,000)	9,306
5864	Professional Development - Tuition Reimbursement	4,195	15,500	15,500	15,500	-	-	11,305
5869	Special Education Contract Instructors	52,317	56,650	56,650	56,650	-	-	4,334
5872	Special Education Encroachment	-	11,068	10,144	10,190	(46)	879	10,190
5884	Substitutes	18,586	19,570	19,570	65,570	(46,000)	(46,000)	46,984
5887	Technology Services	34,623	45,200	44,794	44,794	-	407	10,170
5900	Communications	6,208	3,000	12,628	12,628	-	(9,628)	6,420
5915	Postage and Delivery	1,897	5,000	5,000	5,000	-	-	3,103
	SUBTOTAL - Services & Other Operating Exp.	**1,087,799**	**1,352,286**	**1,437,230**	**1,483,250**	**(46,020)**	**(130,964)**	**395,451**
Capital Outlay & Depreciation								
6900	Depreciation	37,183	30,295	31,254	30,951	303	(656)	(6,231)
	SUBTOTAL - Capital Outlay & Depreciation	**37,183**	**30,295**	**31,254**	**30,951**	**303**	**(656)**	**(6,231)**
Other Outflows								
7999	Uncategorized Expense	5,814	-	-	-	-	-	(5,814)
	SUBTOTAL - Other Outflows	**5,814**	**-**	**-**	**-**	**-**	**-**	**(5,814)**
TOTAL EXPENSES		**2,984,423**	**3,737,532**	**4,002,192**	**3,800,526**	**201,666**	**(62,994)**	**816,103**

MERF
Income Statement
As of Apr FY2018

	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	-	-	-	-	-	-	-
Federal Revenue	51,600	-	8,082	8,082	-	8,082	(43,518)
Other State Revenues	-	-	-	-	-	-	-
Local Revenues	5,150,339	6,392,850	6,449,957	6,450,022	65	57,172	1,299,683
Fundraising and Grants	105,230	-	134,875	134,875	-	134,875	29,645
Total Revenue	**5,307,169**	**6,392,850**	**6,592,914**	**6,592,979**	**65**	**200,129**	**1,285,809**
Expenses							
Compensation and Benefits	2,397,138	3,055,489	2,983,114	2,983,114	-	72,375	585,976
Books and Supplies	22,884	70,421	66,261	66,261	-	4,160	43,377
Services and Other Operating Expenditures	1,943,885	2,726,775	3,009,584	3,014,482	(4,898)	(287,707)	1,070,598
Depreciation	1,200	933	933	933	-	-	(267)
Other Outflows	-	-	-	-	-	-	-
Total Expenses	**4,365,106**	**5,853,618**	**6,059,892**	**6,064,790**	**(4,898)**	**(211,172)**	**1,699,684**
Operating Income	**942,063**	**539,232**	**533,022**	**528,188**	**(4,833)**	**(11,044)**	**(413,874)**
Fund Balance							
Beginning Balance (Unaudited)		258,542	258,542	258,542			
Audit Adjustment		-	(1,025,320)	(1,025,320)			
Operating Income		539,232	533,022	528,188			
Ending Fund Balance		**797,774**	**(233,757)**	**(238,590)**			

MERF
Income Statement
As of Apr FY2018

	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
KEY ASSUMPTIONS							
Enrollment Summary							
Total Enrolled		-	-	-	-	-	
ADA %							
Average ADA %							
ADA							
Total ADA		-	-	-	-	-	

MERF
Income Statement
As of Apr FY2018

		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
REVENUE								
LCFF Entitlement								
	SUBTOTAL - LCFF Entitlement	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Federal Revenue								
8296	Other Federal Revenue	51,600	-	8,082	8,082	-	8,082	(43,518)
	SUBTOTAL - Federal Revenue	**51,600**	**-**	**8,082**	**8,082**	**-**	**8,082**	**(43,518)**
Other State Revenue								
	SUBTOTAL - Other State Revenue	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Local Revenue								
8660	Interest	3,055	-	3,055	3,055	-	3,055	0
8690	Other Local Revenue	54,117	-	54,052	54,117	65	54,117	(0)
8699	All Other Local Revenue	42,191	-	-	-	-	-	(42,191)
8701	CMO Fee - MSA-1	897,704	1,047,567	1,077,245	1,077,245	0	29,678	179,541
8702	CMO Fee - MSA-2	897,704	1,047,567	1,077,245	1,077,245	0	29,678	179,541
8703	CMO Fee - MSA-3	802,338	949,358	976,253	976,253	(0)	26,895	173,915
8704	CMO Fee - MSA-4	67,328	78,568	80,793	80,793	(0)	2,225	13,465
8705	CMO Fee - MSA-5	80,422	78,568	80,793	80,793	(0)	2,225	371
8706	CMO Fee - MSA-6	73,875	78,568	80,793	80,793	(0)	2,225	6,918
8707	CMO Fee - MSA-7	448,852	654,729	538,623	538,623	0	(116,106)	89,771
8708	CMO Fee - MSA-8	897,704	1,047,567	1,077,245	1,077,245	0	29,678	179,541
8709	CMO Fee - MSA-SA	611,081	1,047,567	1,077,245	1,077,245	0	29,678	466,165
8712	CMO Fee - MSA-SD	272,177	362,792	326,613	326,613	0	(36,179)	54,436
8999	Uncategorized Revenue	1,790	-	-	-	-	-	(1,790)
	SUBTOTAL - Local Revenue	**5,150,339**	**6,392,850**	**6,449,957**	**6,450,022**	**65**	**57,172**	**1,299,683**
Fundraising and Grants								
8802	Donations - Private	105,230	-	134,875	134,875	-	134,875	29,645
	SUBTOTAL - Fundraising and Grants	**105,230**	**-**	**134,875**	**134,875**	**-**	**134,875**	**29,645**
TOTAL REVENUE		**5,307,169**	**6,392,850**	**6,592,914**	**6,592,979**	**65**	**200,129**	**1,285,809**

MERF
Income Statement
As of Apr FY2018

		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
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1300	Certificated Supervisor & Administrator Salaries	416,859	395,000	497,127	497,127	-	(102,127)	80,268
	SUBTOTAL - Certificated Salaries	**416,859**	**395,000**	**497,127**	**497,127**	**-**	**(102,127)**	**80,268**
Classified Salaries								
2400	Classified Clerical & Office Salaries	1,329,037	1,762,325	1,622,475	1,622,475	-	139,850	293,438
2900	Classified Other Salaries	131,297	218,900	196,421	196,421	-	22,479	65,123
	SUBTOTAL - Classified Salaries	**1,460,335**	**1,981,225**	**1,818,896**	**1,818,896**	**-**	**162,329**	**358,562**
Employee Benefits								
3100	STRS	69,173	71,638	76,642	76,642	-	(5,004)	7,469
3200	PERS	33,833	98,760	45,280	45,280	-	53,480	11,447
3300	OASDI-Medicare-Alternative	104,681	139,944	134,639	134,639	-	5,305	29,958
3400	Health & Welfare Benefits	211,216	248,979	247,529	247,529	-	1,451	36,312
3500	Unemployment Insurance	11,879	12,719	11,834	11,834	-	885	(46)
3600	Workers Comp Insurance	33,469	26,756	26,078	26,078	-	678	(7,391)
3700	Retiree Benefits	11,878	-	-	-	-	-	(11,878)
3900	Other Employee Benefits	43,815	80,468	125,089	125,089	-	(44,621)	81,274
	SUBTOTAL - Employee Benefits	**519,944**	**679,264**	**667,091**	**667,091**	**-**	**12,173**	**147,147**
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	-	1,020	1,020	1,020	-	-	1,020
4320	Educational Software	-	9,000	9,840	9,840	-	(840)	9,840
4325	Instructional Materials & Supplies	-	1,102	1,102	1,102	-	-	1,102
4330	Office Supplies	4,515	12,099	12,099	12,099	-	-	7,584
4400	Noncapitalized Equipment	1,867	1,000	1,867	1,867	-	(867)	(0)
4420	Computers (individual items less than $5k)	995	5,000	4,133	4,133	-	867	3,138
4720	Other Food	15,507	41,200	36,200	36,200	-	5,000	20,693
	SUBTOTAL - Books and Supplies	**22,884**	**70,421**	**66,261**	**66,261**	**-**	**4,160**	**43,377**
Services & Other Operating Expenses								
5200	Travel & Conferences	3,641	-	676	3,676	(3,000)	(3,676)	35

MERF
Income Statement
As of Apr FY2018

		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
5210	Conference Fees	4,575	43,796	41,489	38,489	3,000	5,307	33,914
5215	Travel - Mileage, Parking, Tolls	36,823	73,320	73,320	73,320	-	-	36,497
5220	Travel and Lodging	9,331	96,569	95,893	95,893	-	676	86,562
5300	Dues & Memberships	9,045	15,200	15,200	15,200	-	-	6,155
5450	Insurance - Other	11,205	14,688	22,355	22,355	-	(7,667)	11,150
5500	Operations & Housekeeping	12,702	22,093	22,093	22,093	-	-	9,391
5605	Equipment Leases	13,938	12,240	12,240	17,138	(4,898)	(4,898)	3,200
5610	Rent	150,653	160,800	160,800	160,800	-	-	10,147
5615	Repairs and Maintenance - Building	-	84	84	84	-	-	84
5803	Accounting Fees	51,273	30,120	48,623	48,623	-	(18,503)	(2,650)
5809	Banking Fees	222	18,275	12,651	12,651	-	5,624	12,429
5812	Business Services	580,760	700,000	700,000	700,000	-	-	119,240
5819	School Programs - Other	9,900	-	9,900	9,900	-	(9,900)	-
5822	Other Professional Services	585,284	653,121	654,439	654,439	-	(1,318)	69,155
5833	Fines and Penalties	4,482	321	4,482	4,482	-	(4,161)	(0)
5845	Legal Fees	266,770	420,000	570,000	570,000	-	(150,000)	303,230
5848	Licenses and Other Fees	5,870	-	8,000	8,000	-	(8,000)	2,130
5851	Marketing and Student Recruiting	15,099	53,000	52,357	52,357	-	643	37,258
5857	Payroll Fees	10,905	18,000	18,000	18,000	-	-	7,095
5861	Prior Yr Exp (not accrued)	(319)	-	8,000	8,000	-	(8,000)	8,319
5863	Professional Development	46,597	114,900	163,501	163,501	-	(48,601)	116,904
5864	Professional Development - Tuition Reimbursement	7,540	60,000	47,400	47,400	-	12,600	39,860
5869	Special Education Contract Instructors	-	-	45,833	45,833	-	(45,833)	45,833
5875	Staff Recruiting	10,826	15,000	15,000	15,000	-	-	4,174
5884	Substitutes	(396)	-	-	-	-	-	396
5887	Technology Services	70,486	170,628	168,699	168,699	-	1,929	98,213
5899	Miscellaneous Operating Expenses	24	-	-	-	-	-	(24)
5900	Communications	21,033	17,340	21,269	21,269	-	(3,929)	236
5915	Postage and Delivery	5,618	17,280	17,280	17,280	-	-	11,662
	SUBTOTAL - Services & Other Operating Exp.	**1,943,885**	**2,726,775**	**3,009,584**	**3,014,482**	**(4,898)**	**(287,707)**	**1,070,598**
	Capital Outlay & Depreciation							
6900	Depreciation	1,200	933	933	933	-	-	(267)
	SUBTOTAL - Capital Outlay & Depreciation	**1,200**	**933**	**933**	**933**	**-**	**-**	**(267)**
	Other Outflows							

MERF
Income Statement
As of Apr FY2018

	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
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-
TOTAL EXPENSES	4,365,106	5,853,618	6,059,892	6,064,790	(4,898)	(211,172)	1,699,684

MPS
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**8,913,830**	**8,884,054**	**7,879,740**	**8,803,579**	**9,788,897**	**9,648,161**	**11,307,122**	**12,888,094**	**12,865,423**	**14,035,251**	**14,000,052**	**11,873,965**		
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	4,027,536	2,845,112	2,773,448	2,830,986	36,330,418	3,089,229
Federal Revenue	15,302	33,349	110,429	352,692	141,249	180,146	448,892	212,936	715,100	76,341	679,415	353,606	4,308,365	988,908
Other State Revenue	69,587	111,317	111,234	155,230	125,756	2,376,510	505,065	293,810	443,908	660,326	581,726	614,823	6,929,492	880,202
Other Local Revenue	609,740	540,791	532,709	563,795	425,803	623,644	559,771	564,140	703,406	523,568	574,978	754,229	7,049,859	73,287
Fundraising & Grants	7,705	106,045	18,240	46,799	30,534	40,368	13,491	35,815	19,241	27,461	37,988	6,028	395,895	6,181
TOTAL REVENUE	**1,292,133**	**2,955,687**	**2,913,231**	**4,652,946**	**3,579,876**	**6,037,751**	**5,132,619**	**4,169,806**	**5,909,190**	**4,132,807**	**4,647,555**	**4,559,673**	**55,014,030**	**5,037,808**
EXPENSES														
Certificated Salaries	304,191	1,302,202	1,437,505	1,383,704	1,339,007	1,353,918	1,312,144	1,391,094	1,302,658	1,295,933	1,756,584	1,429,028	15,607,967	(0)
Classified Salaries	304,725	399,046	382,514	428,705	411,534	426,646	444,764	461,302	456,069	468,486	348,218	355,375	4,887,385	(0)
Employee Benefits	358,232	522,771	487,874	689,432	484,186	609,713	452,200	526,012	659,604	507,353	984,543	440,894	6,781,371	38,970
Books & Supplies	51,693	242,231	177,609	316,131	184,109	207,216	117,312	178,707	381,255	211,637	773,993	463,664	3,601,682	296,126
Services & Other Operating Expenses	1,097,371	1,292,377	1,081,420	1,614,523	926,269	1,595,366	1,157,816	1,588,287	1,617,153	1,562,516	2,871,866	2,119,157	19,382,068	877,535
Capital Outlay & Depreciation	76,216	70,255	88,634	47,108	9,880	56,547	47,188	56,547	56,547	56,547	221,808	81,000	1,001,753	133,478
Other Outflows	-	5,276	81,794	-	40,228	38,068	(60,591)	14,959	269,557	39,955	(65,147)	35,542	399,641	0
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**	**4,742,842**	**4,142,427**	**6,891,864**	**4,924,660**	**51,661,866**	**1,346,108**
Operating Cash Inflow (Outflow)	**(900,294)**	**(878,472)**	**(824,120)**	**173,343**	**184,663**	**1,750,279**	**1,661,786**	**(47,103)**	**1,166,348**	**(9,620)**	**(2,244,309)**	**(364,987)**	**3,352,164**	**3,691,700**
Revenues - Prior Year Accruals	1,902,864	417,699	457,653	401,135	(109,705)	85,892	13,939	(334,218)	13,403	-	603,528	-	-	
Accounts Receivable - Current Year	-	6,808	-	-	-	-	-	-	-	-	917	-	-	
Other Assets	80,681	(164,966)	92,208	-	(442,215)	-	-	-	-	(13,445)	577,834	(32,737)	-	
Fixed Assets	(8,241)	54,251	45,668	36,935	3,785,062	56,547	(191,459)	56,547	(4,224,439)	(57,945)	(65,591)	(529,277)	-	
Due To (From)	227,133	(483,751)	1,378,957	(4,554)	(429,746)	47,808	(136,625)	(67,098)	58,176	(168,108)	-	-	-	
Expenses - Prior Year Accruals	(163,700)	(109,084)	(74,687)	(59,607)	11,483	(497)	(26,092)	302,565	(57,509)	(76,653)	(352,761)	(59,316)	-	
Accounts Payable - Current Year	(800,001)	116,506	(81,043)	399,146	(376,674)	(317,898)	222,486	24,959	20,908	248,821	(705,860)	-	-	
Summerholdback for Teachers	(295,718)	36,696	42,381	43,086	40,560	40,997	41,102	41,676	42,209	41,752	60,171	60,171	-	
Loans Payable (Current)	-	-	(4,166)	(4,166)	(4,166)	(4,166)	(4,166)	-	(4,166)	-	(16)	-	-	
Loans Payable (Long Term)	-	-	(109,013)	-	(2,800,000)	-	-	-	4,154,897	-	-	-	-	
Other Liabilites	(72,500)	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	**8,884,054**	**7,879,740**	**8,803,579**	**9,788,897**	**9,648,161**	**11,307,122**	**12,888,094**	**12,865,423**	**14,035,251**	**14,000,052**	**11,873,965**	**10,947,820**		

MSA-1
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
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**	**2,324,682**	**2,378,307**	**2,012,743**		
REVENUE														
LCFF Entitlement	66,268	314,905	270,727	594,809	416,623	416,623	594,810	482,926	559,754	386,449	373,832	383,094	5,511,579	650,759
Federal Revenue	-	-	22,279	72,370	108,000	(80,670)	99,704	28,993	178,484	7,756	94,226	23,234	1,184,438	630,061
Other State Revenue	-	(900)	340	10,046	1,704	270,408	145,554	2,400	102,889	159,373	182,268	92,816	1,363,612	396,714
Other Local Revenue	-	51	1,469	12,528	760	245	448	1,190	40,132	504	15,214	3,785	76,325	-
Fundraising & Grants	-	686	13,289	8,610	6,499	3,660	8,555	4,682	4,025	5,000	6,306	(3,127)	58,185	-
TOTAL REVENUE	**66,268**	**314,743**	**308,104**	**698,362**	**533,586**	**610,265**	**849,071**	**520,191**	**885,284**	**559,082**	**671,846**	**499,802**	**8,194,139**	**1,677,534**
EXPENSES														
Certificated Salaries	31,018	181,008	206,831	203,721	192,791	215,233	187,680	203,275	195,153	186,491	216,378	250,441	2,270,020	0
Classified Salaries	29,162	33,321	22,531	35,027	33,952	31,334	35,453	33,776	34,675	38,892	51,258	37,221	416,602	0
Employee Benefits	45,754	63,233	41,673	75,983	71,558	129,592	80,677	71,924	68,479	45,696	94,433	83,683	872,684	-
Books & Supplies	3,016	25,523	33,801	34,778	28,353	28,385	12,671	4,224	77,872	30,952	133,531	91,281	507,274	2,886
Services & Other Operating Expenses	135,218	202,098	186,500	232,357	193,633	259,702	(4,001)	220,840	219,134	231,619	381,044	322,890	2,940,401	359,368
Capital Outlay & Depreciation	11,667	11,667	11,667	11,667	(46,667)	-	-	-	-	-	13,348	13,348	160,174	133,478
Other Outflows	-	816	(816)	-	3,597	(3,597)	243	3,961	(4,054)	582	(732)	-	-	(0)
TOTAL EXPENSES	**255,835**	**517,666**	**502,186**	**593,532**	**477,217**	**660,649**	**312,723**	**537,999**	**591,260**	**534,231**	**889,259**	**798,864**	**7,167,154**	**495,732**
Operating Cash Inflow (Outflow)	**(189,567)**	**(202,923)**	**(194,081)**	**104,830**	**56,370**	**(50,384)**	**536,347**	**(17,808)**	**294,025**	**24,851**	**(217,413)**	**(299,062)**	**1,026,984**	**1,181,802**
Revenues - Prior Year Accruals	375,947	62,421	399,022	141,012	(109,705)	-	2,349	(52,434)	4,086	-	53,305	-	-	
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)	-	-	(114,492)	(200,176)	(200,176)	-	
Due To (From)	90,421	(27,859)	696,767	(19,564)	(861,644)	28,597	(20,556)	(208,476)	(52,654)	(44,608)	248,464	(2,579)	-	
Expenses - Prior Year Accruals	(47,023)	(7,252)	(7,230)	(4,082)	4,082	-	-	52,398	(10,480)	(10,480)	(62,877)	(10,480)	-	
Accounts Payable - Current Year	(87,706)	1,557	1,762	14,109	(30,169)	(64,824)	63,225	(1,126)	(37,385)	193,884	(196,057)	-	-	
Summerholdback for Teachers	(40,791)	4,245	5,142	5,331	4,632	3,362	4,464	4,512	4,610	4,471	9,189	9,189		
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**	**2,324,682**	**2,378,307**	**2,012,743**	**1,509,636**		

MSA-2
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**780,732**	**546,870**	**520,308**	**348,992**	**458,157**	**434,047**	**548,393**	**863,721**	**815,469**	**1,045,990**	**1,084,802**	**843,889**		
REVENUE														
LCFF Entitlement	55,376	254,577	217,660	478,312	332,720	332,720	478,313	388,128	483,663	330,368	305,849	323,813	4,480,488	498,989
Federal Revenue	-	-	-	64,686	-	25,832	53,708	44,992	93,095	8,480	111,838	39,175	530,459	88,651
Other State Revenue	-	(771)	1,094	13,806	-	255,171	23,277	2,825	104,379	87,015	24,773	75,064	680,764	94,131
Other Local Revenue	-	-	-	3,940	-	22,928	(22,186)	647	34,178	390	(6,175)	6,285	40,006	-
Fundraising & Grants	1,185	-	964	7,720	936	4,028	86	4,388	1,830	4,970	2,052	1,892	30,051	-
TOTAL REVENUE	**56,561**	**253,806**	**219,718**	**568,464**	**333,656**	**640,679**	**533,198**	**440,980**	**717,145**	**431,222**	**438,337**	**446,229**	**5,761,767**	**681,770**
EXPENSES														
Certificated Salaries	44,029	164,448	166,860	163,995	163,288	167,402	164,308	166,296	154,200	149,784	217,557	164,344	1,886,511	-
Classified Salaries	17,985	25,247	30,668	29,537	29,172	28,172	29,540	29,109	27,093	30,871	65,803	36,447	379,646	-
Employee Benefits	40,040	60,269	53,487	71,902	56,622	82,035	64,093	54,387	54,506	60,006	199,684	34,173	831,205	-
Books & Supplies	6,832	24,886	27,923	9,469	53,051	66,549	(11,432)	46,621	30,713	23,224	69,619	53,018	402,394	1,921
Services & Other Operating Expenses	123,547	115,400	111,740	117,795	148,821	147,180	10,356	245,067	154,471	167,905	250,870	186,541	1,963,485	183,792
Capital Outlay & Depreciation	4,696	6,737	9,323	(1,973)	4,696	4,696	4,696	4,696	4,696	4,696	2,228	2,228	51,413	-
Other Outflows	-	-	-	-	-	-	3,750	1,888	(5,639)	591	(591)	-	-	-
TOTAL EXPENSES	**237,129**	**396,988**	**400,001**	**390,725**	**455,650**	**496,034**	**265,311**	**548,064**	**420,041**	**437,077**	**805,169**	**476,750**	**5,514,654**	**185,713**
Operating Cash Inflow (Outflow)	**(180,568)**	**(143,182)**	**(180,283)**	**177,738**	**(121,994)**	**144,645**	**267,887**	**(107,084)**	**297,105**	**(5,855)**	**(366,832)**	**(30,521)**	**247,113**	**496,057**
Revenues - Prior Year Accruals	261,436	88,062	7,763	14,247	-	-	-	(43,740)	3,339	-	85,321	-	-	
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	4,696	4,696	1,583	1,583	-	
Due To (From)	(59,349)	(914)	2,310	(4,270)	2,914	-	1,100	(3,422)	6,638	(1,164)	127,570	(4,832)	-	
Expenses - Prior Year Accruals	(8,939)	(11,577)	(380)	(4,207)	4,207	-	(11,870)	43,708	(8,742)	(8,742)	(27,097)	(8,742)	-	
Accounts Payable - Current Year	(94,694)	29,332	(12,535)	9,737	(8,340)	(42,301)	46,560	50,664	(79,364)	43,077	(69,014)	-	-	
Summerholdback for Teachers	(50,477)	7,020	7,114	7,230	7,110	7,306	6,955	6,927	6,850	6,800	7,557	7,557		
Ending Cash	**546,870**	**520,308**	**348,992**	**458,157**	**434,047**	**548,393**	**863,721**	**815,469**	**1,045,990**	**1,084,802**	**843,889**	**808,934**		

MSA-3
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**178,629**	**378,829**	**220,277**	**171,699**	**305,168**	**179,466**	**379,499**	**520,758**	**510,347**	**754,780**	**735,870**	**710,380**		
REVENUE														
LCFF Entitlement	55,193	254,291	217,495	476,739	332,619	332,619	476,738	387,844	518,000	350,601	306,403	339,012	4,465,612	418,057
Federal Revenue	-	-	1,794	47,932	-	19,674	36,280	12,933	77,204	13,079	129,071	83,692	499,769	78,110
Other State Revenue	-	(763)	1,632	10,444	-	327,961	24,459	29,386	102,427	86,927	33,578	63,142	785,415	106,221
Other Local Revenue	700	-	-	4,306	1,233	6,840	8,024	9,422	24,916	-	(460)	3,284	58,266	-
Fundraising & Grants	-	-	-	1,332	6,728	3,566	604	6,911	5,412	1,545	21	(91)	27,058	1,030
TOTAL REVENUE	**55,893**	**253,528**	**220,921**	**540,753**	**340,581**	**690,661**	**546,105**	**446,496**	**727,960**	**452,152**	**468,613**	**489,039**	**5,836,121**	**603,418**
EXPENSES														
Certificated Salaries	25,875	144,000	138,763	137,858	132,123	135,745	131,910	144,215	140,366	138,775	177,321	143,733	1,590,683	-
Classified Salaries	26,488	40,717	62,010	51,127	50,129	49,027	51,071	54,475	53,512	53,638	14,221	48,630	555,045	0
Employee Benefits	40,608	59,490	49,978	71,377	53,792	78,962	59,806	60,734	61,303	64,067	41,244	57,849	699,210	-
Books & Supplies	4,828	37,711	12,440	17,443	35,166	14,882	12,550	34,168	14,106	41,607	87,312	52,497	389,259	24,550
Services & Other Operating Expenses	121,846	104,518	101,902	179,381	145,182	176,148	169,795	174,172	194,480	185,825	174,005	379,480	2,146,320	39,586
Capital Outlay & Depreciation	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	(12,831)	1,727	20,723	(0)
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**	**460,727**	**487,094**	**481,272**	**683,916**	**5,401,240**	**64,136**
Operating Cash Inflow (Outflow)	**(166,934)**	**(136,090)**	**(147,354)**	**80,383**	**(78,994)**	**232,714**	**116,601**	**(29,483)**	**267,233**	**(34,941)**	**(12,659)**	**(194,877)**	**434,880**	**539,282**
Revenues - Prior Year Accruals	228,831	51,531	6,796	26,982	-	-	-	(43,573)	3,305	-	86,866	-	-	
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	(4,097)	3,183	(19,374)	(4,817)	-	
Due To (From)	(21,894)	-	(2,231)	(2,647)	2,575	-	(4,153)	8,400	396	(717)	-	1,500	-	
Expenses - Prior Year Accruals	(8,888)	(2,120)	-	(4,354)	3,692	-	(13,725)	43,542	(8,709)	(8,709)	(53,403)	(8,708)	-	
Accounts Payable - Current Year	(133,460)	2,631	8,011	28,024	(35,198)	(39,920)	38,730	3,318	(17,895)	18,118	(33,771)	-	-	
Summerholdback for Teachers	(43,037)	3,463	3,905	3,936	3,859	4,056	4,020	4,201	4,201	4,156	6,397	6,397		
Ending Cash	**378,829**	**220,277**	**171,699**	**305,168**	**179,466**	**379,499**	**520,758**	**510,347**	**754,780**	**735,870**	**710,380**	**509,874**		

MSA-4
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**776,350**	**681,092**	**712,965**	**735,289**	**824,027**	**843,178**	**1,023,990**	**1,149,140**	**1,201,472**	**1,211,009**	**1,389,950**	**1,208,461**		
REVENUE														
LCFF Entitlement	23,755	108,611	92,774	206,243	141,654	141,654	206,244	165,422	149,353	105,866	123,927	110,727	1,716,446	140,216
Federal Revenue	2,191	4,382	3,193	19,388	9,411	13,948	22,860	33,095	30,663	3,622	22,054	54,279	241,824	22,738
Other State Revenue	6,404	12,432	8,638	8,538	8,538	233,236	21,006	15,582	2,648	13,746	15,985	15,327	374,533	12,452
Other Local Revenue	-	-	487	1,017	318	-	6,768	-	17,852	9,275	(12,656)	3,885	26,946	-
Fundraising & Grants	900	-	887	-	741	-	1,761	-	-	1,621	(254)	254	6,926	1,017
TOTAL REVENUE	**33,250**	**125,425**	**105,979**	**235,186**	**160,661**	**388,837**	**258,638**	**214,099**	**200,517**	**134,130**	**149,057**	**184,471**	**2,366,674**	**176,423**
EXPENSES														
Certificated Salaries	13,918	62,177	65,107	64,893	62,817	63,625	60,643	65,112	60,383	65,789	91,596	66,296	742,356	-
Classified Salaries	3,534	4,087	4,941	6,275	5,960	10,793	10,606	11,664	11,167	9,961	10,466	10,814	100,267	-
Employee Benefits	12,825	23,103	13,191	15,562	11,669	32,919	20,152	15,813	19,280	22,096	68,163	12,859	267,632	-
Books & Supplies	3,901	148	10,117	9,428	17,781	2,127	655	1,577	32,281	13,683	66,782	12,716	176,221	5,025
Services & Other Operating Expenses	25,398	26,357	33,798	60,417	49,426	94,264	47,831	70,761	69,338	77,366	67,911	62,698	839,371	153,804
Capital Outlay & Depreciation	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,301	1,305	15,656	-
Other Outflows	-	-	-	-	1,603	(1,603)	-	1,690	(348)	318	(1,660)	-	-	-
TOTAL EXPENSES	**60,882**	**117,177**	**128,459**	**157,880**	**150,563**	**203,430**	**141,192**	**167,922**	**193,407**	**190,518**	**304,560**	**166,687**	**2,141,504**	**158,829**
Operating Cash Inflow (Outflow)	**(27,632)**	**8,248**	**(22,480)**	**77,306**	**10,099**	**185,407**	**117,446**	**46,178**	**7,110**	**(56,387)**	**(155,503)**	**17,784**	**225,171**	**17,595**
Revenues - Prior Year Accruals	124,388	34,361	7,235	9,315	-	-	640	(18,812)	1,481	-	36,143	-	-	
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	1,305	1,305	1,305	5,494	5,497	-	
Due To (From)	71,474	-	26,181	(1,084)	1,017	-	(1,153)	(3,997)	(438)	207,127	-	(1,903)	-	
Expenses - Prior Year Accruals	(6,001)	(12,171)	(1,128)	(66)	-	-	-	18,799	(3,379)	(3,759)	(23,176)	(3,760)	-	
Accounts Payable - Current Year	(23,982)	6,781	7,014	8,296	(1,932)	(8,098)	4,756	6,635	1,128	27,999	(47,273)	-	-	
Summerholdback for Teachers	(18,003)	1,863	2,103	2,178	2,115	2,198	2,156	2,224	2,329	2,656	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**	**1,211,009**	**1,389,950**	**1,208,461**	**1,228,907**		

MSA-5
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
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**	**1,665,883**	**1,763,638**	**1,414,049**		
REVENUE														
LCFF Entitlement	22,445	99,589	135,451	186,768	130,184	130,184	193,933	153,989	252,159	161,715	121,393	153,480	1,930,914	189,622
Federal Revenue	2,070	4,141	3,475	12,747	9,117	9,117	44,990	17,503	50,526	3,710	11,572	50,366	247,385	28,048
Other State Revenue	6,051	11,919	10,366	8,658	8,553	228,630	21,513	14,967	11,283	28,253	(28,094)	70,253	421,755	29,404
Other Local Revenue	-	-	-	1,017	-	-	10,708	-	23,880	69,645	27,749	21,606	154,604	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	1,549	468	2,017	-
TOTAL REVENUE	**30,566**	**115,649**	**149,292**	**209,190**	**147,854**	**367,931**	**271,145**	**186,459**	**337,848**	**263,323**	**134,169**	**296,174**	**2,756,674**	**247,074**
EXPENSES														
Certificated Salaries	15,275	70,637	81,715	82,266	83,353	76,456	74,081	85,420	80,453	78,959	102,377	82,528	913,522	-
Classified Salaries	4,196	14,127	13,833	13,828	13,904	15,264	16,293	16,464	15,499	15,643	(23,530)	11,489	127,010	-
Employee Benefits	24,503	23,896	29,131	46,050	31,259	21,511	27,019	31,593	29,955	30,780	89,343	15,595	400,635	0
Books & Supplies	8,177	9,215	29,052	34,170	2,879	269	7,798	3,934	45,643	3,406	84,382	51,719	284,646	4,000
Services & Other Operating Expenses	37,787	19,152	12,850	33,462	36,947	61,203	62,052	45,773	44,276	84,069	168,639	87,681	709,404	15,516
Capital Outlay & Depreciation	1,433	1,433	15,870	(13,004)	1,433	1,433	1,433	1,433	1,433	1,433	3,002	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**	**217,259**	**214,290**	**424,213**	**250,587**	**2,454,125**	**19,516**
Operating Cash Inflow (Outflow)	**(60,805)**	**(22,812)**	**(33,158)**	**12,417**	**(21,921)**	**191,796**	**82,468**	**1,843**	**120,589**	**49,033**	**(290,045)**	**45,587**	**302,549**	**227,559**
Revenues - Prior Year Accruals	165,245	24,488	6,191	25,226	-	-	3,861	(17,716)	1,341	-	35,220	-	-	
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	1,433	1,433	(3,240)	(4,667)	-	
Due To (From)	116,414	-	26,320	(1,305)	1,017	-	97,035	3,498	223	(223)	-	(8,090)	-	
Expenses - Prior Year Accruals	(5,009)	(477)	14,437	(14,694)	-	-	-	17,706	(3,466)	(3,541)	(45,731)	(3,541)	-	
Accounts Payable - Current Year	(39,869)	9,239	4,687	33,907	(47,391)	(27,823)	25,728	3,127	(12,281)	48,351	(55,944)	-	-	
Summerholdback for Teachers	(24,620)	2,803	3,018	3,196	1,990	2,717	2,638	2,696	2,762	2,702	3,603	3,603		
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**	**1,665,883**	**1,763,638**	**1,414,049**	**1,446,940**		

MSA-6
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**754,059**	**681,720**	**687,541**	**689,221**	**792,397**	**781,960**	**866,889**	**1,113,104**	**1,154,870**	**1,170,631**	**1,149,682**	**1,121,759**		
REVENUE														
LCFF Entitlement	21,801	94,499	79,965	174,850	120,684	120,684	174,850	142,496	134,125	93,125	103,669	95,963	1,451,413	94,700
Federal Revenue	2,011	4,022	2,681	21,150	2,681	12,831	27,875	10,831	30,462	2,885	24,350	21,297	179,533	16,458
Other State Revenue	5,877	11,754	7,946	7,836	7,836	85,054	49,561	14,220	3,481	21,755	34,902	14,491	296,206	31,494
Other Local Revenue	1,200	-	-	949	-	4,019	1,263	-	4,769	(4,769)	337	863	8,630	-
Fundraising & Grants	400	1,955	-	2,732	1,862	2,772	1,631	-	-	4,769	(1,372)	-	14,749	-
TOTAL REVENUE	**31,289**	**112,229**	**90,592**	**207,517**	**133,063**	**225,360**	**255,180**	**167,546**	**172,838**	**117,765**	**161,886**	**132,614**	**1,950,531**	**142,652**
EXPENSES														
Certificated Salaries	18,849	59,433	59,808	60,258	60,483	57,058	55,699	60,865	57,132	56,199	97,619	62,270	705,674	-
Classified Salaries	4,308	6,327	11,916	10,054	8,102	8,689	8,104	10,180	10,137	9,172	40,156	12,408	139,552	-
Employee Benefits	13,735	27,299	14,590	30,250	26,677	12,964	8,594	22,726	28,805	28,833	88,462	13,082	316,017	-
Books & Supplies	5,065	12,489	2,285	3,768	14,099	9,939	(242)	11,136	8,228	4,389	45,029	15,127	135,343	4,030
Services & Other Operating Expenses	35,606	36,469	23,797	29,697	48,844	20,669	59,257	39,034	33,762	40,265	89,338	44,097	506,105	5,270
Capital Outlay & Depreciation	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	19,778	-
Other Outflows	-	-	-	-	-	-	-	1,730	-	-	(1,730)	-	-	-
TOTAL EXPENSES	**79,212**	**143,665**	**114,044**	**135,676**	**159,854**	**110,967**	**133,061**	**147,319**	**139,712**	**140,506**	**360,523**	**148,632**	**1,822,469**	**9,300**
Operating Cash Inflow (Outflow)	**(47,923)**	**(31,435)**	**(23,452)**	**71,841**	**(26,791)**	**114,394**	**122,119**	**20,227**	**33,126**	**(22,741)**	**(198,636)**	**(16,018)**	**128,063**	**133,352**
Revenues - Prior Year Accruals	94,166	24,128	384	39,078	-	-	10,346	(17,147)	1,242	-	33,052	-	-	
Other Assets	(406,042)	-	-	(6,547)	6,547	-	-	-	-	-	-	-	-	
Fixed Assets	1,648	(268)	498	1,648	1,648	1,648	(268)	1,648	1,648	1,648	4,140	4,140	-	
Due To (From)	321,266	-	26,390	(949)	949	-	97,217	15,297	173	(15,471)	148,844	151,156	-	
Expenses - Prior Year Accruals	(3,384)	(3,671)	(1,998)	(279)	-	-	-	17,136	(3,427)	(3,427)	(11,444)	-	-	
Accounts Payable - Current Year	(13,681)	14,939	(2,291)	(3,784)	5,039	(33,288)	14,674	2,368	(19,212)	16,881	(6,570)	-	-	
Summerholdback for Teachers	(18,389)	2,128	2,149	2,168	2,170	2,175	2,128	2,236	2,210	2,160	2,692	2,692		
Ending Cash	**681,720**	**687,541**	**689,221**	**792,397**	**781,960**	**866,889**	**1,113,104**	**1,154,870**	**1,170,631**	**1,149,682**	**1,121,759**	**1,263,729**		

MSA-7
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**830,140**	**890,345**	**804,244**	**710,038**	**785,894**	**846,538**	**1,129,842**	**1,200,970**	**1,232,059**	**1,309,152**	**1,314,126**	**1,095,826**		
REVENUE														
LCFF Entitlement	36,051	157,504	133,471	288,573	201,794	201,794	288,574	237,864	273,413	179,676	184,153	184,153	2,572,314	205,295
Federal Revenue	3,325	6,650	4,434	33,650	4,434	18,331	54,231	7,759	45,814	7,122	18,671	15,680	261,614	41,514
Other State Revenue	9,718	19,437	13,515	12,958	12,958	350,387	97,288	63,626	11,233	71,091	26,898	42,071	796,981	65,800
Other Local Revenue	40	1,191	1,074	3,120	692	1,272	8,838	512	34,397	935	(1,022)	2,061	53,111	-
Fundraising & Grants	365	230	70	4,301	991	2,689	254	3,027	3,566	294	122	2,482	18,390	-
TOTAL REVENUE	**49,500**	**185,012**	**152,563**	**342,601**	**220,868**	**574,474**	**449,185**	**312,789**	**368,423**	**259,117**	**228,822**	**246,446**	**3,702,409**	**312,609**
EXPENSES														
Certificated Salaries	16,665	88,574	91,442	90,502	89,852	88,843	88,917	89,287	88,007	83,737	107,378	90,855	1,014,059	-
Classified Salaries	9,601	16,596	24,492	24,566	20,796	19,811	20,030	23,783	22,113	20,859	28,321	21,935	252,903	-
Employee Benefits	11,628	38,110	33,507	48,914	18,223	44,248	26,481	34,017	32,336	33,430	53,983	34,005	408,881	0
Books & Supplies	5,921	21,480	11,773	27,482	11,263	15,353	1,110	24,798	17,328	11,313	30,670	17,870	420,268	223,906
Services & Other Operating Expenses	132,828	164,371	66,254	147,236	46,212	112,245	127,359	108,276	128,145	130,970	181,562	112,833	1,468,281	9,990
Capital Outlay & Depreciation	9,693	1,691	(1,829)	1,691	1,691	1,691	(2,793)	1,691	1,691	1,691	24,261	3,742	44,909	-
Other Outflows	-	-	-	-	-	-	(786)	-	572	(273)	487	-	-	(0)
TOTAL EXPENSES	**186,336**	**330,823**	**225,639**	**340,389**	**188,037**	**282,191**	**260,319**	**281,851**	**290,191**	**281,726**	**426,663**	**281,241**	**3,609,301**	**233,896**
Operating Cash Inflow (Outflow)	**(136,836)**	**(145,811)**	**(73,076)**	**2,212**	**32,831**	**292,283**	**188,866**	**30,937**	**78,232**	**(22,609)**	**(197,841)**	**(34,795)**	**93,108**	**78,713**
Revenues - Prior Year Accruals	136,403	35,719	2,364	97,623	-	-	(3,256)	(28,292)	1,990	-	57,138	-	-	
Other Assets	286,532	-	-	(54,561)	54,561	-	-	-	-	(1,100)	5,100	-	-	
Fixed Assets	1,691	(287)	1,691	1,691	1,691	1,691	(2,793)	1,691	1,691	1,691	(8,278)	3,742	-	
Due To (From)	(151,049)	1,815	(25,225)	(1,387)	1,898	-	(125,825)	(2,325)	372	(372)	-	-	-	
Expenses - Prior Year Accruals	(21,915)	709	(892)	-	-	-	-	28,272	(5,654)	(5,654)	(35,233)	(5,654)	-	
Accounts Payable - Current Year	(17,711)	17,225	(3,617)	25,617	(34,917)	(15,206)	9,604	(3,784)	(4,471)	21,941	(43,597)	-	-	
Summerholdback for Teachers	(36,910)	4,528	4,549	4,661	4,582	4,536	4,532	4,590	4,934	4,598	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**	**1,309,152**	**1,314,126**	**1,095,826**	**1,063,529**		

MSA-8
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
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**	**1,969,163**	**1,884,880**	**1,478,099**		
REVENUE														
LCFF Entitlement	61,846	273,738	232,507	506,640	352,544	352,544	506,639	414,424	475,324	325,895	314,893	322,968	4,545,675	405,712
Federal Revenue	5,705	11,409	7,606	67,717	7,606	7,606	38,188	13,311	41,635	6,348	67,146	6,359	342,766	62,130
Other State Revenue	16,672	33,344	22,610	30,257	22,230	280,460	51,611	38,902	16,152	66,678	101,258	99,988	841,820	61,657
Other Local Revenue	-	-	-	2,236	-	23	14,491	-	26,354	-	(6,059)	6,059	43,104	-
Fundraising & Grants	4,726	-	-	4,030	708	996	-	2,687	1,637	7,710	(4,160)	1,667	22,236	2,236
TOTAL REVENUE	**88,948**	**318,492**	**262,723**	**610,881**	**383,088**	**641,629**	**610,930**	**469,323**	**561,102**	**406,632**	**473,077**	**437,040**	**5,795,601**	**531,736**
EXPENSES														
Certificated Salaries	23,885	125,080	156,833	140,580	139,639	142,505	133,555	146,805	142,968	140,909	344,778	166,194	1,803,731	(0)
Classified Salaries	14,479	30,594	19,489	26,356	25,868	25,044	38,108	30,111	29,184	29,963	7,319	26,585	303,100	-
Employee Benefits	34,375	61,919	43,042	53,521	40,747	35,946	23,003	54,375	124,224	56,265	48,030	55,170	653,948	23,331
Books & Supplies	2,538	41,388	3,250	23,209	12,742	50,423	3,191	20,777	50,414	36,595	93,988	76,560	416,576	1,500
Services & Other Operating Expenses	122,539	114,417	139,414	136,706	118,655	180,169	155,036	244,859	211,234	132,294	364,751	233,150	2,206,129	52,905
Capital Outlay & Depreciation	5,650	5,650	10,527	5,650	5,650	5,650	774	5,650	5,650	5,650	26,479	7,544	90,528	-
Other Outflows	-	-	-	-	-	-	-	(492)	406	-	86	-	-	(0)
TOTAL EXPENSES	**203,466**	**379,048**	**372,555**	**386,023**	**343,301**	**439,739**	**353,667**	**502,087**	**564,080**	**401,676**	**885,430**	**565,204**	**5,474,012**	**77,735**
Operating Cash Inflow (Outflow)	**(114,517)**	**(60,556)**	**(109,833)**	**224,857**	**39,787**	**201,890**	**257,263**	**(32,764)**	**(2,978)**	**4,955**	**(412,353)**	**(128,164)**	**321,589**	**454,001**
Revenues - Prior Year Accruals	289,487	60,414	-	31,974	-	-	-	(48,656)	3,534	-	76,410	-	-	
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	5,650	5,650	(2,507)	(21,442)	-	
Due To (From)	2,007,771	72,759	12,883	(2,236)	2,236	160,000	(2,002)	93,611	434	(145)	-	318	-	
Expenses - Prior Year Accruals	(9,293)	(19,451)	(2,426)	(54)	-	-	-	48,623	(9,724)	(9,724)	(15,450)	(5,654)	-	
Accounts Payable - Current Year	(58,972)	(11,970)	(4,368)	16,057	3,585	1,766	(17,727)	2,853	86,966	(88,470)	(59,875)	-	-	
Summerholdback for Teachers	(25,519)	1,677	3,683	3,355	3,359	3,512	3,489	3,570	3,583	3,451	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**	**1,969,163**	**1,884,880**	**1,478,099**	**1,330,150**		

MSA-SA
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**1,576,509**	**1,396,508**	**909,436**	**441,989**	**510,637**	**613,858**	**939,908**	**814,911**	**825,794**	**851,296**	**862,221**	**1,216,622**		
REVENUE														
LCFF Entitlement	206,800	433,995	402,777	372,240	603,908	518,610	488,074	495,865	656,074	698,575	818,677	694,044	6,705,513	315,871
Federal Revenue	-	-	63,161	5,159	-	145,394	54,025	-	148,190	21,699	159,908	99,347	678,306	(18,577)
Other State Revenue	14,908	14,909	27,100	27,259	39,528	102,587	29,141	67,656	72,525	67,762	114,923	70,745	693,881	44,839
Other Local Revenue	2,118	628	2,241	8,225	2,551	4,138	275	1,400	29,601	4,231	5,399	1,874	62,681	-
Fundraising & Grants	129	-	3,030	6,107	12,069	4,448	-	12,494	2,771	1,396	3,430	2,484	48,358	-
TOTAL REVENUE	**223,956**	**449,532**	**498,309**	**418,990**	**658,057**	**775,177**	**571,515**	**577,414**	**909,161**	**793,663**	**1,102,337**	**868,494**	**8,188,738**	**342,134**
EXPENSES														
Certificated Salaries	40,707	246,046	273,857	270,899	248,655	252,323	245,701	247,539	232,407	236,112	247,351	236,532	2,778,131	-
Classified Salaries	33,466	61,985	63,482	78,128	71,484	77,634	67,215	77,416	73,024	76,518	(43,332)	(43,332)	593,687	-
Employee Benefits	51,391	92,220	116,369	127,975	84,891	54,083	83,207	91,726	110,922	92,054	130,215	75,423	1,110,475	-
Books & Supplies	9,151	59,556	40,561	149,834	3,948	10,460	77,853	24,990	86,942	35,972	111,661	64,453	677,538	2,158
Services & Other Operating Expenses	122,068	161,354	143,016	234,438	(10,203)	189,870	314,359	217,368	23,869	233,913	170,601	286,576	2,104,840	17,611
Capital Outlay & Depreciation	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	171,103	45,648	547,780	-
Other Outflows	-	-	87,070	-	35,028	40,363	(75,391)	-	288,791	43,431	(55,193)	35,542	399,641	-
TOTAL EXPENSES	**289,886**	**654,264**	**757,457**	**894,376**	**466,906**	**657,836**	**746,048**	**692,141**	**849,058**	**751,102**	**732,407**	**700,842**	**8,212,091**	**19,769**
Operating Cash Inflow (Outflow)	**(65,931)**	**(204,732)**	**(259,148)**	**(475,386)**	**191,151**	**117,341**	**(174,533)**	**(114,727)**	**60,104**	**42,561**	**369,930**	**167,652**	**(23,353)**	**322,365**
Revenues - Prior Year Accruals	6,943	36,574	24,501	-	-	85,892	-	(25,108)	(9,251)	-	53,361	-	-	
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	(4,231,897)	33,103	160,770	(320,102)	-	
Due To (From)	(2,189,783)	(366,413)	(108,429)	347,581	77,942	174,595	20,066	90,185	1,482	(13,843)	(225,000)	(244,672)	-	
Expenses - Prior Year Accruals	(46,025)	(9,031)	(58,791)	(28,676)	-	-	-	20,086	(5,021)	(5,021)	(28,357)	(5,021)	-	
Accounts Payable - Current Year	(95,792)	16,152	7,162	188,551	(126,605)	(88,040)	(6,746)	43	52,045	(53,181)	(82,929)	-	-	
Summerholdback for Teachers	(37,974)	7,276	7,334	7,643	7,351	7,326	7,280	7,301	7,309	7,307	11,397	11,397		
Loans Payable (Current)	-	-	(4,166)	(4,166)	(4,166)	(4,166)	(4,166)	-	(4,166)	-	(16)	-	-	
Loans Payable (Long Term)	-	-	(109,013)	-	-	-	-	-	4,154,897	-	-	-	-	
Ending Cash	**1,396,508**	**909,436**	**441,989**	**510,637**	**613,858**	**939,908**	**814,911**	**825,794**	**851,296**	**862,221**	**1,216,622**	**825,876**		

MSA-SD
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**726,668**	**830,192**	**669,431**	**1,500,270**	**1,463,362**	**831,915**	**1,058,209**	**911,576**	**923,117**	**1,113,366**	**803,602**	**680,412**		
REVENUE														
LCFF Entitlement	40,264	172,476	357,792	249,255	223,803	269,651	197,223	194,147	525,670	205,791	120,651	223,732	2,950,464	170,008
Federal Revenue	-	2,745	1,806	7,893	-	7,325	9,707	-	19,026	1,640	40,579	3,695	134,192	39,774
Other State Revenue	9,957	9,957	17,993	25,428	24,409	242,617	41,655	44,245	16,890	57,726	75,235	70,926	674,527	37,489
Other Local Revenue	444	33	-	16,181	162	5,100	1,174	(607)	22,569	324	21,703	9,081	76,164	-
Fundraising & Grants	-	-	-	11,968	-	17,908	-	627	-	-	650	-	33,051	1,898
TOTAL REVENUE	**50,665**	**185,211**	**377,591**	**310,726**	**248,374**	**542,600**	**249,759**	**238,412**	**584,155**	**265,481**	**258,818**	**307,435**	**3,868,397**	**249,169**
EXPENSES														
Certificated Salaries	31,240	117,464	139,647	124,573	121,847	133,038	125,491	138,122	113,672	121,263	117,374	122,421	1,406,152	-
Classified Salaries	19,234	18,068	3,022	15,345	15,519	15,189	15,273	19,264	22,612	25,000	13,485	18,668	200,678	(0)
Employee Benefits	32,735	44,916	32,172	51,818	42,588	67,147	17,576	51,846	64,760	49,499	75,281	23,256	553,593	-
Books & Supplies	1,601	3,430	6,147	3,020	5,901	6,951	10,613	4,545	12,636	8,844	20,995	23,222	125,902	17,995
Services & Other Operating Expenses	84,728	69,790	72,974	187,778	68,071	90,985	120,421	56,278	212,412	124,362	224,074	148,822	1,483,250	22,555
Capital Outlay & Depreciation	3,718	3,718	3,718	3,718	3,718	3,718	3,718	3,718	3,718	3,718	(8,811)	2,579	30,951	-
Other Outflows	-	-	-	-	-	2,065	8,541	3,852	(3,850)	(4,794)	(5,814)	-	-	0
TOTAL EXPENSES	**173,256**	**257,385**	**257,681**	**386,252**	**257,644**	**319,092**	**301,634**	**277,625**	**425,960**	**327,893**	**436,584**	**338,968**	**3,800,526**	**40,550**
Operating Cash Inflow (Outflow)	**(122,592)**	**(72,175)**	**119,910**	**(75,526)**	**(9,270)**	**223,508**	**(51,874)**	**(39,213)**	**158,196**	**(62,412)**	**(177,766)**	**(31,534)**	**67,872**	**208,619**
Revenues - Prior Year Accruals	220,019	-	3,397	15,678	-	-	-	(38,740)	2,336	-	86,712	-	-	
Other Assets	53,896	-	-	(30,233)	(167,958)	-	-	-	-	-	-	-	-	
Fixed Assets	3,718	1,800	(3,825)	3,718	3,718	3,718	3,718	3,718	(4,987)	3,718	(4,080)	7,310	-	
Due To (From)	(22,737)	(15,825)	694,999	14,894	(430,994)	-	(107,196)	105,246	1,086	(211,365)	-	8,282	-	
Expenses - Prior Year Accruals	(5,467)	(8,960)	(3,792)	(3,195)	(497)	(497)	(497)	12,296	(8,251)	(8,251)	(49,995)	(7,755)	-	
Accounts Payable - Current Year	(23,314)	(67,294)	16,766	34,367	(29,839)	(4,245)	5,777	(35,185)	38,450	(34,907)	16,834	-	-	
Summerholdback for Teachers	-	1,692	3,385	3,389	3,393	3,809	3,440	3,419	3,419	3,452	5,105	5,105		
Ending Cash	**830,192**	**669,431**	**1,500,270**	**1,463,362**	**831,915**	**1,058,209**	**911,576**	**923,117**	**1,113,366**	**803,602**	**680,412**	**661,820**		

MERF
Monthly Cash Forecast
As of Apr FY2018

	2017-18 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**52,671**	**126,542**	**175,175**	**187,003**	**236,799**	**685,427**	**470,930**	**616,994**	**642,834**	**619,299**	**632,975**	**91,727**		
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	579,080	529,968	551,576	444,757	443,032	530,949	695,447	6,450,022	73,287
Fundraising & Grants	-	103,174	-	-	-	300	600	1,000	-	156	29,645	-	134,875	-
TOTAL REVENUE	**605,237**	**642,060**	**527,438**	**510,277**	**420,087**	**580,137**	**537,892**	**596,094**	**444,757**	**443,188**	**560,594**	**651,928**	**6,592,979**	**73,287**
EXPENSES														
Certificated Salaries	42,729	43,333	56,642	44,158	44,158	21,688	44,158	44,158	37,917	37,917	36,854	43,413	497,127	-
Classified Salaries	142,271	147,977	126,131	138,461	136,648	145,690	153,071	155,062	157,053	157,970	184,051	174,511	1,818,896	(0)
Employee Benefits	50,638	28,316	60,734	96,081	46,158	50,306	41,590	36,872	65,036	44,214	95,706	35,801	667,091	15,639
Books & Supplies	663	6,405	259	3,531	(1,076)	1,879	2,544	1,934	5,091	1,653	30,024	5,198	66,261	8,155
Services & Other Operating Expenses	155,806	278,452	189,176	255,256	80,681	262,930	95,350	165,860	326,032	134,341	799,071	254,389	3,014,482	17,138
Capital Outlay & Depreciation	120	120	120	120	120	120	120	120	120	120	78	(345)	933	-
Other Outflows	-	4,460	(4,460)	-	-	840	1,862	(2,702)	(100)	100	-	-	-	-
TOTAL EXPENSES	**392,227**	**509,064**	**428,602**	**537,607**	**306,689**	**483,453**	**338,697**	**401,304**	**591,149**	**376,315**	**1,145,784**	**512,968**	**6,064,790**	**40,932**
Operating Cash Inflow (Outflow)	**213,011**	**132,996**	**98,836**	**(27,330)**	**113,397**	**96,684**	**199,196**	**194,790**	**(146,391)**	**66,874**	**(585,190)**	**138,961**	**528,188**	**32,355**
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	463	-	-	
Other Assets	81,216	-	-	366,327	(366,327)	-	-	-	-	(12,345)	470,943	(32,737)	-	
Fixed Assets	120	120	120	120	120	120	120	120	120	120	78	(345)	-	
Due To (From)	64,599	(147,314)	28,992	(333,586)	772,345	(315,383)	(91,158)	(165,115)	100,463	(87,326)	(299,878)	100,820	-	
Expenses - Prior Year Accruals	(1,755)	(35,081)	(12,485)	-	-	-	-	-	9,345	(9,345)	-	-	-	
Accounts Payable - Current Year	(210,819)	97,912	(103,635)	44,265	(70,907)	4,082	37,907	(3,955)	12,928	55,700	(127,664)	-	-	
Other Liabilites	(72,500)	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	**126,542**	**175,175**	**187,003**	**236,799**	**685,427**	**470,930**	**616,994**	**642,834**	**619,299**	**632,975**	**91,727**	**298,426**		

Cover Sheet

Facility Updates

Section: V. Discussion Items
Item: B. Facility Updates
Purpose: Discuss
Submitted by:
Related Material: V.B Facilities Update.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Agenda Item #:	IV.B. – Information Item
Date:	June 14, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	MPS FACILITIES UPDATES

Background

No action recommended. Information only.

SCHOOL	UPDATES	NEXT STEPS
MSA-1	Temp Site @ The Bridge Bible Fellowship (18644 Sherman Way) – Temp Site is needed in order to accommodate additional 6th grade students that were admitted ▪ Draft lease received from TBBF Wednesday May 16th. Some operation issues differ from what had agreed upon in person. ▪ Proposed language to TBBF lease provided June 5, 2018 by MPS's Musick Peeler attorney	Temp Site: ▪ Finalize contract. TBBF was amenable to comments conveyed during May 30th conference call between MPS and TBBF
	New High School Building Construction Update: ▪ Building permits have been pulled by contractor ▪ A trailer has been placed on site ▪ Construction contract is in final form and awaiting signature by ▪ Several contracts related to the new construction and existing building improvements have been presented to the Board ▪ A ground-breaking ceremony is being planned for June 15th (tentative based on the availability of key public officials)	New High School Building Construction Update: ▪ Finalize contract with Oltmans and commence construction

MAGNOLIA PUBLIC SCHOOLS

SCHOOL	UPDATES	NEXT STEPS
MSA-2	Campus Improvements: ▪ Still waiting for draft of development agreement for improvements to campus. ▪ Concurrence of the other schools on the campus to the modular installation has been received. ▪ Birmingham has taken position that open area blacktop does not belong to MSA-2. ▪ An RFP for the installation of cameras in the classrooms was issued to four (4) firms and two (2) proposals were received Prop 39 Energy Efficiency Grant: ▪ No updates since last meeting ▪ Bids were received for lighting and HVAC upgrades	Campus Improvements: ▪ RFPs for design team and CM are in process ▪ Select vendor for installation of cameras in the classrooms Prop 39 Energy Efficiency Grant: ▪ Consultants submitted request to LAUSD to make improvements – awaiting feedback
MSA-3	Prop 39 offer accepted subject to final Prop 39 negotiations and final FUA MPS is endeavoring to keep classrooms that LAUSD is threatening to take away	Finalize FUA
MSA-4	Prop 39 offer accepted subject to final Prop 39 negotiations and final FUA	Finalize FUA
MSA-5	Prop 39 offer accepted subject to final Prop 39 negotiations and final FUA	Finalize FUA
MSA-6	ADA/Accessibility: ▪ ADA/Accessibility draft plan has been completed by consultant (available upon request from P Ontiveros) ▪ The plan allows for up to 10 years for MSA-6 to either make corrections or else find alternative.	ADA/Accessibility: 1. Review draft plan and finalize 2. Seek public and stakeholder input on perceived accessibility issues with facilities 3. Finalize plan 4. Have board adopt plan (targeting June board meeting)

MAGNOLIA PUBLIC SCHOOLS

SCHOOL	UPDATES	NEXT STEPS
	Renewal of lease ▪ One year lease at church is up for renewal; Principal Terzi and Patrick Ontiveros met with church representative on Friday, 5/25, to memorialize renewal	Renewal of lease ▪ Church has signed-off on one year renewal at same rental rate
MSA-7	ADA/Accessibility: ▪ ADA/Accessibility draft plan has been completed by consultant (available upon request from P Ontiveros) ▪ The plan allows for up to 10 years for MSA-6 to either make corrections or else find alternative.	ADA/Accessibility: 1. Review draft plan and finalize 2. Seek public and stakeholder input on perceived accessibility issues with facilities 3. Finalize plan 4. Have board adopt plan (targeting June board meeting)
	Campus Improvements: ▪ School would like to (1) remedy uneven pavement/sidewalk that presents tripping hazards and (2) provide additional restrooms for staff and students ▪ An RFP for the pavement and bathroom work was issued. At the prior Board meeting the Board approved the award of the contract for the pavement work. Approval to award the contract for the bathroom work is before the board for approval at this meeting.	Campus Improvements: ▪ Pavement work can be completed using CSFIG money before June 30, 2018 before summer school commences; actual deadline for use of money is August 31st. ▪ Bathroom work can commence as soon as pavement work is complete.
MSA-8	No updates	
MSA-SAN DIEGO	Project in close out mode: ▪ Final power was established ▪ CASp identified areas that did not meet ADA code so GC remedied. Subject to IOR approval and DSA approval ▪ IOR, AOR and MPS met with Silver Creek on 5/24 to identify any final punch-list items—a few items remain ▪ Certain back up documentation must be provided by NexGen in order to close out project and pay final payment applications	Follow up with close-out activities: ▪ Silver Creek and NexGen to complete punch list items ▪ Patrick Ontiveros continuing to work with Hal Block to obtain missing back up documentation in order to close out NexGen contract.

SCHOOL	UPDATES	NEXT STEPS
MSA-SANTA ANA	Detailed report from Gafcon provided as an Exhibit to this update. Project is over 65% complete. Highlights: ▪ Erection of structural steel complete ▪ Placement of metal roof complete ▪ Installation of fire sprinkler in progress	

MAGNOLIA PUBLIC SCHOOLS

Exhibit A

Gafcon Board Report

(see following pages)

MAGNOLIA PUBLIC SCHOOLS

Monthly Progress Report – May 2018

Magnolia Science Academy Santa Ana Gymnasium Project



gafcon

5960 Cornerstone Court West, Suite 100
San Diego, CA 92121

MAGNOLIA PUBLIC SCHOOLS

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- 6.4 Request for Information (RFI's) Log
- 6.5 Contingency Draw Down Log, Dated May 31, 2018
- 6.6 March 2018 Meeting Minutes Numbers 19, 20, and 21

MAGNOLIA PUBLIC SCHOOLS

1.0 EXECUTIVE SUMMARY REPORT

1.1 Project Summary

1.1.1 Project is approximately 56% complete.

1.1.2 Erection of structural steel is complete

1.1.3 Placement of roofing is in progress.

1.1.4 Installation of fire sprinkler in progress

1.1.5 Project construction meetings #20, #21 and #22 have been conducted during the past month (refer to attached meeting minutes)

1.1.6 Process of project Submittals and RFI's is on-going (refer to attached Logs)

1.1.7 Contractor's payment application #07 has been reviewed and approved.

1.2 Project Highlights/Key Milestones

1.2.1 Orange County Health Department has approved Servery.

1.2.2 Installment of structural steel has been completed.

1.2.3 Erection of structural steel for exterior canopy has been completed.

1.2.4 Placement of metal roof deck completed.

1.3 Look Ahead (next 45 days)

1.3.1 Completion of drywall work.

1.3.2 Completion of the exterior canopy radius.

1.3.3 Installation of playground equipment.

1.3.4 Placing and installation of HVAC roof units.

1.3.5 Completion of electrical rough-n work.

1.4 Safety Report

1.4.1 No safety incidents reported.

1.4.2 Contractor is conducting weekly project safety meetings with sub-contractors.

1.5 Community and Campus Concerns

1.5.1 No issues reported.

MAGNOLIA PUBLIC SCHOOLS

2.0 PROJECT SCHEDULE UPDATE

2.1 Schedule Milestones

2.1.1 Project construction completion date is August 15, 2018.

2.1.2 Contractors proposal for install the rubberized gymnasium flooring will add 7 working days to the project schedule

2.1.3 During the past 30 days there has been one work day impacted due to rain.

2.1.4 Contractor's has submitted Mays 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 May 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 May 31, 2018, A total of 110 submittal packages have been issued by the contractor.

3.1.2 The Architect has approved 110 submittal packages.

3.1.3 There are no open submittals.

3.2 RFI's

3.2.1 As of May 31, 2018, 133 RFI's have been issued by the contractor.

3.2.2 3 remain open with none of those being critical.

3.3 Architectural Supplemental Instructions

3.3.1 None pending.

MAGNOLIA PUBLIC SCHOOLS

4.0 FINANCIAL REPORT

4.1 **Contingency Draw Downs** (refer to attached log dated May 31, 2018)

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
2) PCO #04 Deleting Windows at East Gym Wall - **Credit**	$ (110,040.00)
3) PCO #05 Deleting of Anti-Graffiti, Carpet, Revising Concrete Floor Finish, Lockers - **Credit**	$ (30,068.00)
4) PCO #06 Furnish & Install Rubberized Gym Flooring	$ 109,383.00
5) PCO #07 Provide Plaster Finish at Column in Servery	$ 3,820.00
6) PCO #08 Install Sheet Metal Flashing at Curtain & Parapet Walls	$ 3,616.00
7) PCO #09 Provide Power &Thermostat to Control EF-21	$ 319.19
8) PCO #10 Provide Electrical Upgrade to HP-1	$ 351.00
9) PCO #11R Provide Power & Switch to Basketball Back Boards	$ 16,531.00

4.1.2 Submitted Contingency Draw Downs - In Review

1) None as of May 31, 2018	$ 0.00

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 by OC Health Department	$ 8,000.00
3) Intrusion Hardware- Main gym Entry	$ 1,500.00
4) Security Conduit	$ 2,000.00
5) Skirting of HVAC Equipment on Roof	$ 2,500.00
Total Potential Draw Downs	$ 29,500.00

4.1.4 Summary of Contingency Budget

1) Remaining Balance Including Credits	$ 114,096.12
2) Submitted Draw Downs – In Review	$ 0.00
3) Potential Draw Downs	$ 29,500.00
Remaining Project Contingency Balance – as May 31, 201	**$ 84,596.12**

MAGNOLIA PUBLIC SCHOOLS

5.0 PROGRESS PHOTOS – MAY 2018

5.1 Project Progress Photo – Week of May 7, 2018



Photo #01



Photo #02



Photo #03



Photo #04

MAGNOLIA PUBLIC SCHOOLS

5.2 Project Progress Photo Week of May 14, 2018



Photo #01



Photo #02



Photo #03



Photo #04

MAGNOLIA PUBLIC SCHOOLS

5.3 Project Progress Photo Week of May 23, 2018



Photo #01



Photo #02



Photo #03



Photo #04

MAGNOLIA PUBLIC SCHOOLS

5.4 Project Progress Week of May 28, 2018



Photo #01



Photo #02



Photo #03



Photo #04

MAGNOLIA PUBLIC SCHOOLS

6.0 EXHIBITS – MAY 2018

6.1 May 2018 Project Construction Schedule Update (noted as April 2018)

6.2 May 29, 2018 Project Look Ahead Schedule

6.3 Submittal Log, dated May, 31, 2018

6.4 Request for Information (RFI's) Log, Dated May 29, 2018

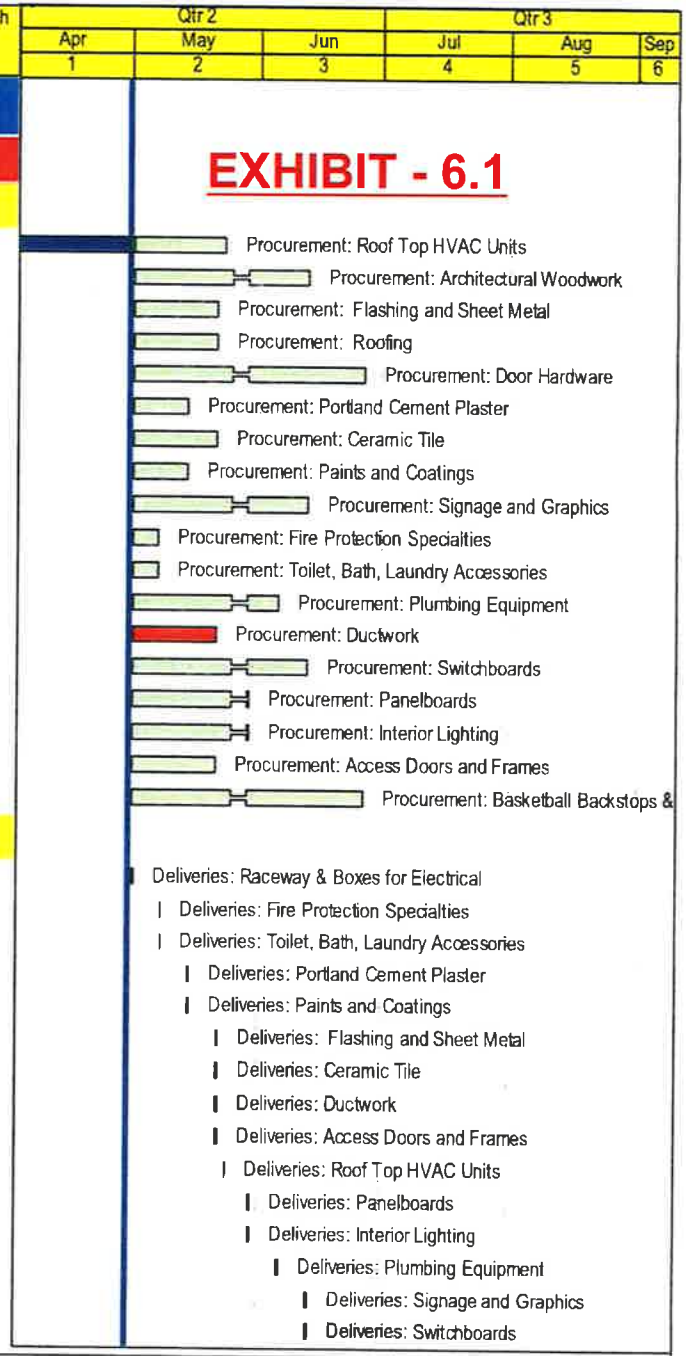
6.5 Contingency Draw Down Report, Dated May 31, 2018

6.6 Meeting Minutes

- **6.6.1 Number #20**
- **6.6.2 Number #21**
- **6.6.3 Number #22**

Magnolia - April Update

Activity ID	Activity Name	Orig Dur	ining ation	Start	Finish	Total Float	Actual Start	Actual Finish
Submittals								
Fabrication/Procurement								
235980	Procurement: Roof Top HVAC Units	45	17	03-Apr-18 A	23-May-18	2	03-Apr-18	
03730	Procurement: Architectural Woodwork	30	30	01-May-18	12-Jun-18	16		
04090	Procurement: Flashing and Sheet Metal	15	15	01-May-18	21-May-18	6		
04093	Procurement: Roofing	15	15	01-May-18	21-May-18	7		
04450	Procurement: Door Hardware	40	40	01-May-18	26-Jun-18	9		
04600	Procurement: Portland Cement Plaster	10	10	01-May-18	14-May-18	9		
04660	Procurement: Ceramic Tile	15	15	01-May-18	21-May-18	21		
04900	Procurement: Paints and Coatings	10	10	01-May-18	14-May-18	29		
05080	Procurement: Signage and Graphics	30	30	01-May-18	12-Jun-18	18		
05110	Procurement: Fire Protection Specialties	5	5	01-May-18	07-May-18	10		
05170	Procurement: Toilet, Bath, Laundry Accessories	5	5	01-May-18	07-May-18	41		
05890	Procurement: Plumbing Equipment	25	25	01-May-18	05-Jun-18	18		
06100	Procurement: Ductwork	15	15	01-May-18	21-May-18	0		
06610	Procurement: Switchboards	30	30	01-May-18	12-Jun-18	4		
06790	Procurement: Panelboards	20	20	01-May-18	29-May-18	24		
06900	Procurement: Interior Lighting	20	20	01-May-18	29-May-18	27		
05240	Procurement: Access Doors and Frames	15	15	01-May-18	21-May-18	27		
267430	Procurement: Basketball Backstops & Supports	40	40	01-May-18	26-Jun-18	9		
Deliveries								
267220	Deliveries: Raceway & Boxes for Electrical	1	1	01-May-18	01-May-18	15		
267340	Deliveries: Fire Protection Specialties	1	1	08-May-18	08-May-18	10		
267380	Deliveries: Toilet, Bath, Laundry Accessories	1	1	08-May-18	08-May-18	41		
267280	Deliveries: Portland Cement Plaster	1	1	15-May-18	15-May-18	9		
267300	Deliveries: Paints and Coatings	1	1	15-May-18	15-May-18	29		
267360	Deliveries: Flashing and Sheet Metal	1	1	22-May-18	22-May-18	6		
267290	Deliveries: Ceramic Tile	1	1	22-May-18	22-May-18	21		
267200	Deliveries: Ductwork	1	1	22-May-18	22-May-18	0		
266940	Deliveries: Access Doors and Frames	1	1	22-May-18	22-May-18	27		
267010	Deliveries: Roof Top HVAC Units	1	1	24-May-18	24-May-18	2		
267240	Deliveries: Panelboards	1	1	30-May-18	30-May-18	24		
267030	Deliveries: Interior Lighting	1	1	30-May-18	30-May-18	27		
267190	Deliveries: Plumbing Equipment	1	1	06-Jun-18	06-Jun-18	18		
267140	Deliveries: Signage and Graphics	1	1	13-Jun-18	13-Jun-18	18		
267230	Deliveries: Switchboards	1	1	13-Jun-18	13-Jun-18	4		



Remaining Level of Effort
Actual Level of Effort
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Actual Work
Remaining Work
Critical Remaining Work

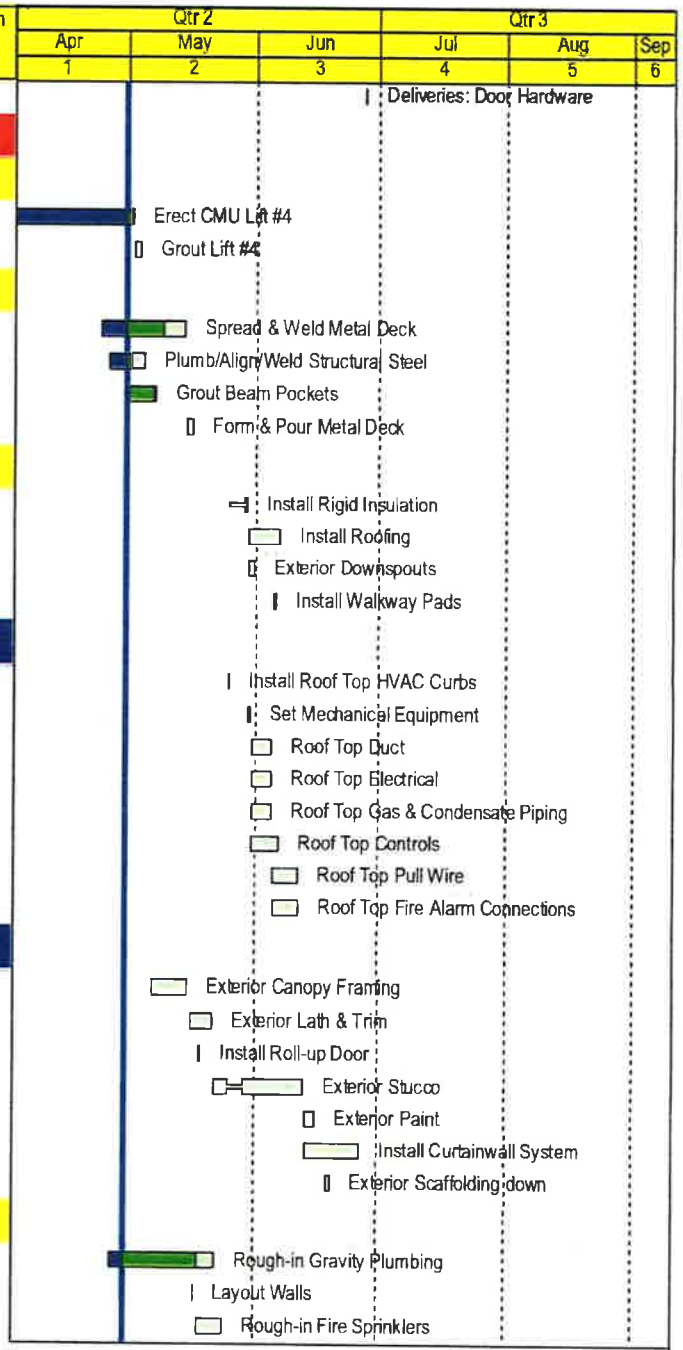
Magnolia Gym
May Update Worksheet

Run Date 21-May-18

Powered by BoardOnTrack

Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM

Activity ID	Activity Name	Orig Dur	ining ation	Start	Finish	Total Float	Actual Start	Actual Finish
267100	Deliveries: Door Hardware	1	1	27-Jun-18	27-Jun-18	9		
Construction								
Foundations								
FND-310	Erect CMU Lift #4	5	1	30-Mar-18 A	01-May-18	11	30-Mar-18	
FND-320	Grout Lift #4	2	2	02-May-18	03-May-18	11		
Structure								
STR-820	Spread & Weld Metal Deck	4	4	24-Apr-18 A	14-May-18	3	24-Apr-18	
STR-810	Plumb/Align/Weld Structural Steel	4	4	26-Apr-18 A	04-May-18	3	26-Apr-18	
STR-870	Grout Beam Pockets	4	1	30-Apr-18 A	07-May-18	8	30-Apr-18	
STR-860	Form & Pour Metal Deck	2	2	15-May-18	16-May-18	3		
Exterior/Roof								
EXT-1310	Install Rigid Insulation	2	2	25-May-18	29-May-18	2		
EXT-1340	Install Roofing	6	6	30-May-18	06-Jun-18	2		
EXT-1530	Exterior Downspouts	2	2	30-May-18	31-May-18	31		
EXT-1390	Install Walkway Pads	1	1	05-Jun-18	05-Jun-18	28		
Low Roof								
EXT-1300	Install Roof Top HVAC Curbs	1	1	25-May-18	25-May-18	2		
EXT-1350	Set Mechanical Equipment	1	1	30-May-18	30-May-18	24		
EXT-1360	Roof Top Duct	3	3	31-May-18	04-Jun-18	28		
EXT-1370	Roof Top Electrical	3	3	31-May-18	04-Jun-18	24		
EXT-1380	Roof Top Gas & Condensate Piping	3	3	31-May-18	04-Jun-18	28		
EXT-1420	Roof Top Controls	5	5	31-May-18	06-Jun-18	27		
EXT-1400	Roof Top Pull Wire	5	5	05-Jun-18	11-Jun-18	24		
EXT-1410	Roof Top Fire Alarm Connections	5	5	05-Jun-18	11-Jun-18	27		
North Elevation								
EXT-1450	Exterior Canopy Framing	7	7	07-May-18	15-May-18	5		
EXT-1480	Exterior Lath & Trim	4	4	16-May-18	21-May-18	5		
FN-S-1770	Install Roll-up Door	1	1	18-May-18	18-May-18	29		
EXT-1490	Exterior Stucco	15	15	22-May-18	12-Jun-18	5		
EXT-1500	Exterior Paint	3	3	13-Jun-18	15-Jun-18	5		
EXT-1520	Install Curtainwall System	10	10	13-Jun-18	26-Jun-18	13		
EXT-1510	Exterior Scaffolding down	2	2	18-Jun-18	19-Jun-18	5		
Rough-in's								
RI-1060	Rough-in Gravity Plumbing	3	3	27-Apr-18 A	22-May-18	3	27-Apr-18	
RI-1010	Layout Walls	1	1	17-May-18	17-May-18	3		
RI-1050	Rough-in Fire Sprinklers	5	5	18-May-18	24-May-18	3		



Remaining Level of Effort
Actual Level of Effort
Remaining Work
Actual Work
Remaining Work
Critical Remaining Work

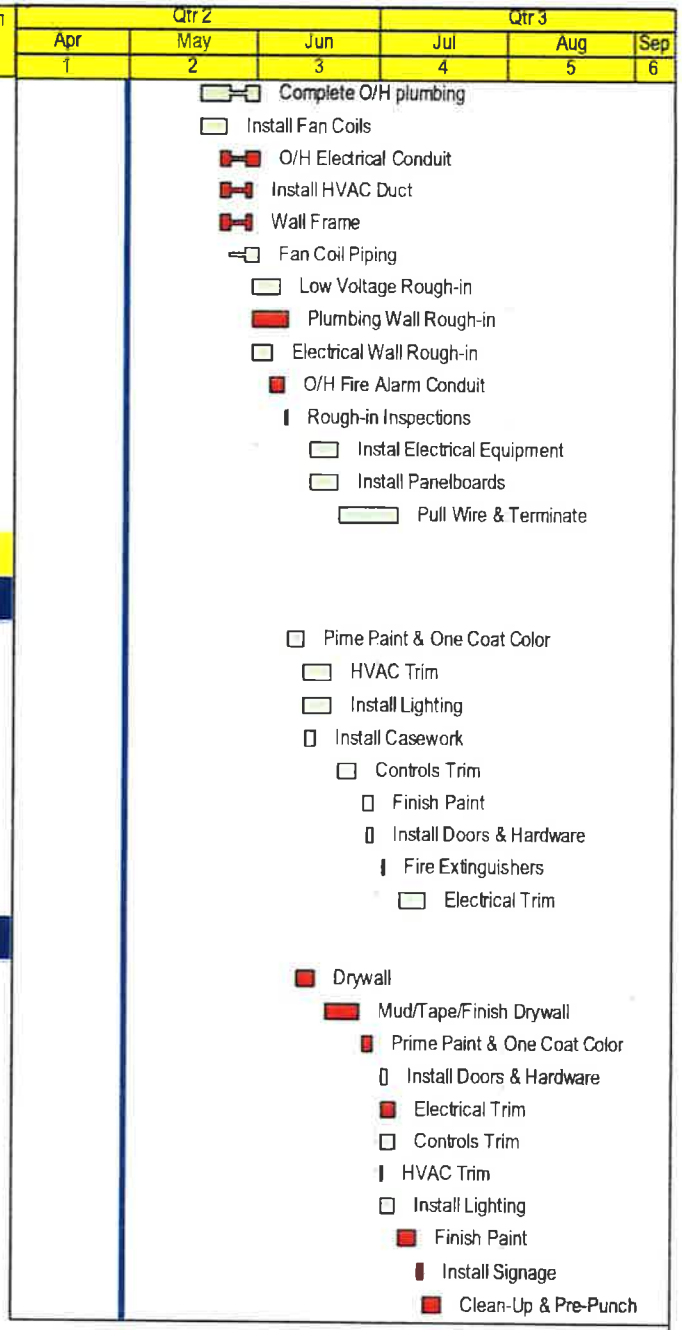
Magnolia Gym
May Update Worksheet

Run Date 21-May-18

Powered by BoardOnTrack

Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM

Activity ID	Activity Name	Orig Dur	ining ation	Start	Finish	Total Float	Actual Start	Actual Finish
RI-1080	Complete O/H plumbing	10	10	18-May-18	01-Jun-18	4		
RI-1040	Install Fan Coils	5	5	18-May-18	24-May-18	4		
RI-1000	O/H Electrical Conduit	7	7	23-May-18	01-Jun-18	0		
RI-1070	Install HVAC Duct	5	5	23-May-18	30-May-18	0		
RI-1240	Wall Frame	5	5	23-May-18	30-May-18	0		
RI-1090	Fan Coil Piping	5	5	25-May-18	01-Jun-18	4		
RI-1210	Low Voltage Rough-in	5	5	31-May-18	06-Jun-18	1		
RI-1220	Plumbing Wall Rough-in	7	7	31-May-18	08-Jun-18	0		
RI-1230	Electrical Wall Rough-in	3	3	31-May-18	04-Jun-18	3		
RI-1200	O/H Fire Alarm Conduit	4	4	04-Jun-18	07-Jun-18	0		
RI-1250	Rough-in Inspections	1	1	08-Jun-18	08-Jun-18	0		
RI-1280	Instal Electrical Equipment	5	5	14-Jun-18	20-Jun-18	4		
RI-1290	Install Panelboards	5	5	14-Jun-18	20-Jun-18	14		
RI-1270	Pull Wire & Terminate	10	10	21-Jun-18	05-Jul-18	4		
Finishes								
Servery Finishes								
FN-S-1760	Prime Paint & One Coat Color	4	4	09-Jun-18	12-Jun-18	23		
FN-S-1660	HVAC Trim	5	5	12-Jun-18	19-Jun-18	18		
FN-S-1670	Install Lighting	5	5	12-Jun-18	19-Jun-18	18		
FN-S-1680	Install Casework	3	3	13-Jun-18	15-Jun-18	16		
FN-S-1650	Controls Trim	3	3	21-Jun-18	25-Jun-18	14		
FN-S-1710	Finish Paint	3	3	27-Jun-18	29-Jun-18	9		
FN-S-1690	Install Doors & Hardware	2	2	28-Jun-18	29-Jun-18	9		
FN-S-1730	Fire Extinguishers	1	1	02-Jul-18	02-Jul-18	9		
FN-S-1640	Electrical Trim	5	5	06-Jul-18	12-Jul-18	14		
Locker Area Finishes								
FN-L-1510	Drywall	5	5	11-Jun-18	15-Jun-18	0		
FN-L-1520	Mud/Tape/Finish Drywall	7	7	18-Jun-18	26-Jun-18	0		
FN-L-1530	Prime Paint & One Coat Color	3	3	27-Jun-18	29-Jun-18	0		
FN-L-1500	Install Doors & Hardware	2	2	02-Jul-18	03-Jul-18	4		
FN-L-1550	Electrical Trim	3	3	02-Jul-18	05-Jul-18	0		
FN-L-1560	Controls Trim	3	3	02-Jul-18	05-Jul-18	5		
FN-L-1570	HVAC Trim	1	1	02-Jul-18	02-Jul-18	7		
FN-L-1610	Install Lighting	3	3	02-Jul-18	05-Jul-18	5		
FN-L-1590	Finish Paint	3	3	06-Jul-18	10-Jul-18	0		
FN-L-1603	Install Signage	2	2	11-Jul-18	12-Jul-18	0		
FN-L-1630	Clean-Up & Pre-Punch	2	2	12-Jul-18	16-Jul-18	0		



Remaining Level of Effort
Actual Level of Effort
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Actual Work
Remaining Work
Critical Remaining Work

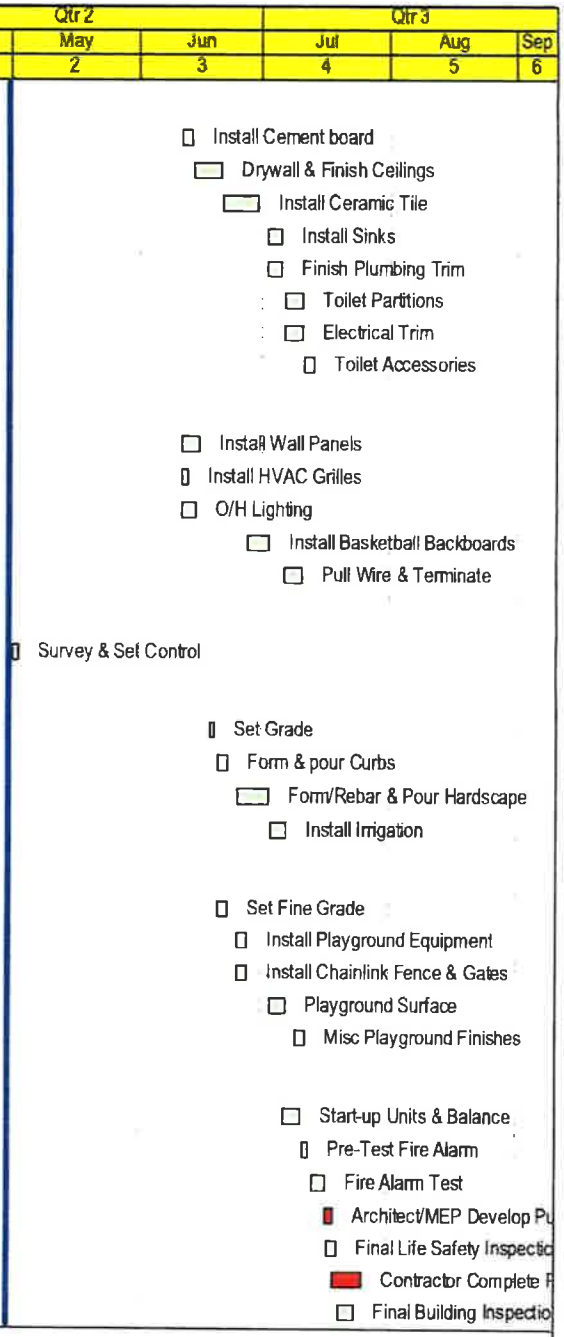
Magnolia Gym
May Update Worksheet

Run Date 21-May-18

Powered by BoardOnTrack

Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM

Activity ID	Activity Name	Orig Dur	ining ation	Start	Finish	Total Float	Actual Start	Actual Finish
Showers & Restrooms								
FN-R-R-380	Install Cement board	3	3	11-Jun-18	13-Jun-18	1		
FN-R-R-410	Drywall & Finish Ceilings	5	5	14-Jun-18	20-Jun-18	1		
FN-R-R-390	Install Ceramic Tile	7	7	21-Jun-18	29-Jun-18	1		
FN-R-R-400	Install Sinks	3	3	02-Jul-18	05-Jul-18	7		
FN-R-R-420	Finish Plumbing Trim	3	3	02-Jul-18	05-Jul-18	1		
FN-R-R-430	Toilet Partitions	3	3	06-Jul-18	10-Jul-18	1		
FN-R-R-450	Electrical Trim	3	3	06-Jul-18	10-Jul-18	11		
FN-R-R-440	Toilet Accessories	3	3	11-Jul-18	13-Jul-18	1		
Basketball Court Finishes								
A1010	Install Wall Panels	5	5	11-Jun-18	15-Jun-18	20		
A1030	Install HVAC Grilles	2	2	11-Jun-18	12-Jun-18	23		
A1040	O/H Lighting	4	4	11-Jun-18	14-Jun-18	18		
A1000	Install Basketball Backboards	4	4	27-Jun-18	02-Jul-18	9		
A1050	Pull Wire & Terminate	3	3	06-Jul-18	10-Jul-18	4		
Site work								
PH2A-G190	Survey & Set Control	2	2	01-May-18	02-May-18	36		
Hardscape & Landscape								
PH2A-G-4080	Set Grade	2	2	18-Jun-18	19-Jun-18	5		
PH2A-G-4100	Form & pour Curbs	3	3	20-Jun-18	22-Jun-18	5		
PH2A-G-4090	Form/Rebar & Pour Hardscape	6	6	25-Jun-18	02-Jul-18	5		
PH2A-G-4130	Install Irrigation	3	3	03-Jul-18	06-Jul-18	6		
Playground								
PH2A-G-4150	Set Fine Grade	3	3	20-Jun-18	22-Jun-18	8		
PH2A-G-4160	Install Playground Equipment	3	3	25-Jun-18	27-Jun-18	8		
PH2A-G-4200	Install Chainlink Fence & Gates	3	3	25-Jun-18	27-Jun-18	12		
PH2A-G-4170	Playground Surface	3	3	03-Jul-18	06-Jul-18	5		
PH2A-G-4180	Misc Playground Finishes	3	3	09-Jul-18	11-Jul-18	5		
Commissioning & Closeout								
COM-590	Start-up Units & Balance	3	3	06-Jul-18	10-Jul-18	7		
COM-600	Pre-Test Fire Alarm	2	2	11-Jul-18	12-Jul-18	7		
COM-610	Fire Alarm Test	2	2	13-Jul-18	16-Jul-18	7		
COM-640	Architect/MEP Develop Punchlist	2	2	16-Jul-18	18-Jul-18	0		
COM-620	Final Life Safety Inspection	3	3	17-Jul-18	19-Jul-18	7		
COM-650	Contractor Complete Punchlist	5	5	18-Jul-18	25-Jul-18	0		
COM-630	Final Building Inspection	2	2	20-Jul-18	23-Jul-18	7		



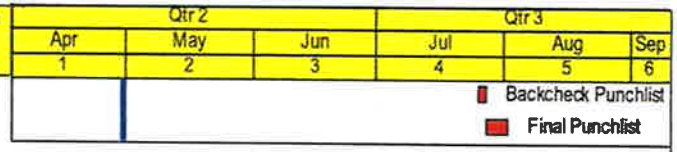
Remaining Level of Effort
Actual Level of Effort
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Actual Work
Remaining Work
Critical Remaining Work

Magnolia Gym
May Update Worksheet

Run Date 21-May-18

Powered by BoardOnTrack
Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM
1722 of 176

Activity ID	Activity Name	Orig Dur	ining ation	Start	Finish	Total Float	Actual Start	Actual Finish
COM-660	Backcheck Punchlist	2	2	25-Jul-18	27-Jul-18	0		
COM-670	Final Punchlist	3	3	27-Jul-18	01-Aug-18	0		



Remaining Level of Effort
Actual Level of Effort
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Actual Work
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Critical Remaining Work

Magnolia Gym
May Update Worksheet

Run Date 21-May-18

Powered by BoardOnTrack

Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM

EXHIBIT - 6.2

R.C.CONSTRUCTION LOOK AHEAD SCHEDULE

JOB NAME : 05-29-18

DATE SCHEDULE WAS MADE:

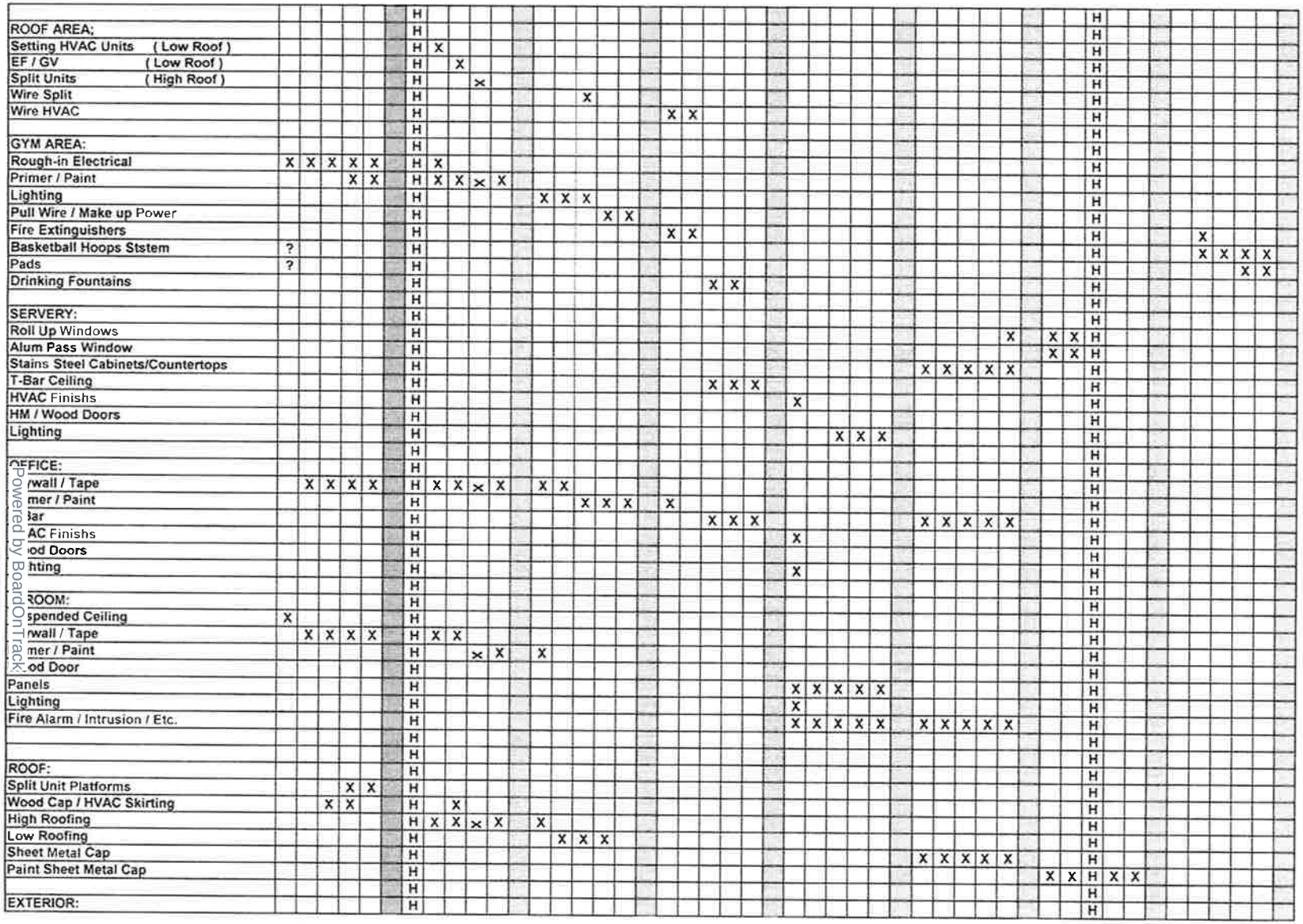
MONTH >>>>	MAY-18						MAY-18						JUNE-18						JUNE-18						JUNE-18						JUNE-18						JULY-18						JULY-18					
DATE >>>>	21	22	23	24	25		28	29	30	31	1		4	5	6	7	8		11	12	13	14	15		18	19	20	21	22		25	26	27	28	29		2	3	4	5	6		9	10	11	12	13	
DESCRIPTION OF WORK	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
STORAGE ROOM:							H																															H									
Roof Drains							H																															H									
Drywall Tape Mud	X	X	X	X	X		H	X	X	X	X		X	X	X	X	X																					H									
Paint							H												X	X																	H									
Mop Sink / Faucit							H															X	X														H									
Lighting							H														X																H									
Tile / Grout							H															X	X		X	X										H									
							H																														H									
ELECTRICAL ROOM:							H																														H									
Drywall / Tape mud	X	X	X	X	X		H	X	X																												H									
Paint							H			X	X		X																								H									
Lighting							H							X																							H									
Electrical Panels							H								X	X	X																				H									
Pull Wire							H										X		X	X	X	X	X														H									
Transformer							H								X	X																					H									
Pull Feeders							H														X	X															H									
Land Feeders/Circuits							H																X		X	X											H									
							H																														H									
FIRE RISER ROOM:							H																														H									
Drywall / Tape Mud	X	X	X	X	X		H	X	X	X	X																										H									
Paint							H			X	X		X																								H									
							H																														H									
ESTROOMS / LOCKERS ROOM							H																														H									
ywall / Tape Mud / Duraroc	X	X	X	X	X		H	X	X	X	X		X	X	X	X	X																				H									
imer / Paint							H												X	X	X																H									
ater proofing							H															X																H									
oating Floor							H																X														H									
le / Grout / Dry Time							H																		X	X	X	X	X								H									
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							H																															H									
FIRE SPRINKLER:							H																														H									
South End	X						H																														H									
Test South End	I						H																														H									
Gym Area		X	X	X	X		H	X	X																												H									
North End							H		X	X																												H									
Test Gym / Office / Servery							H				I																											H									
							H																															H									
							H																															H									
HVAC:							H																														H									
South End Duct Work	X	X					H																														H									
Gym Area Duct Work		X	X	X	X		H	X																													H									
North End Duct Work					X		H	X	X																												H									
North End / Split Units							H	X	X	X																												H									
Air Balance							H																															H						X	X	X	X	X	

EXCEL/TODD/JOB SCHEDULES/4WEEK

Powered by BoardOnTrack

Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM

R.C.CONSTRUCTION LOOK AHEAD SCHEDULE

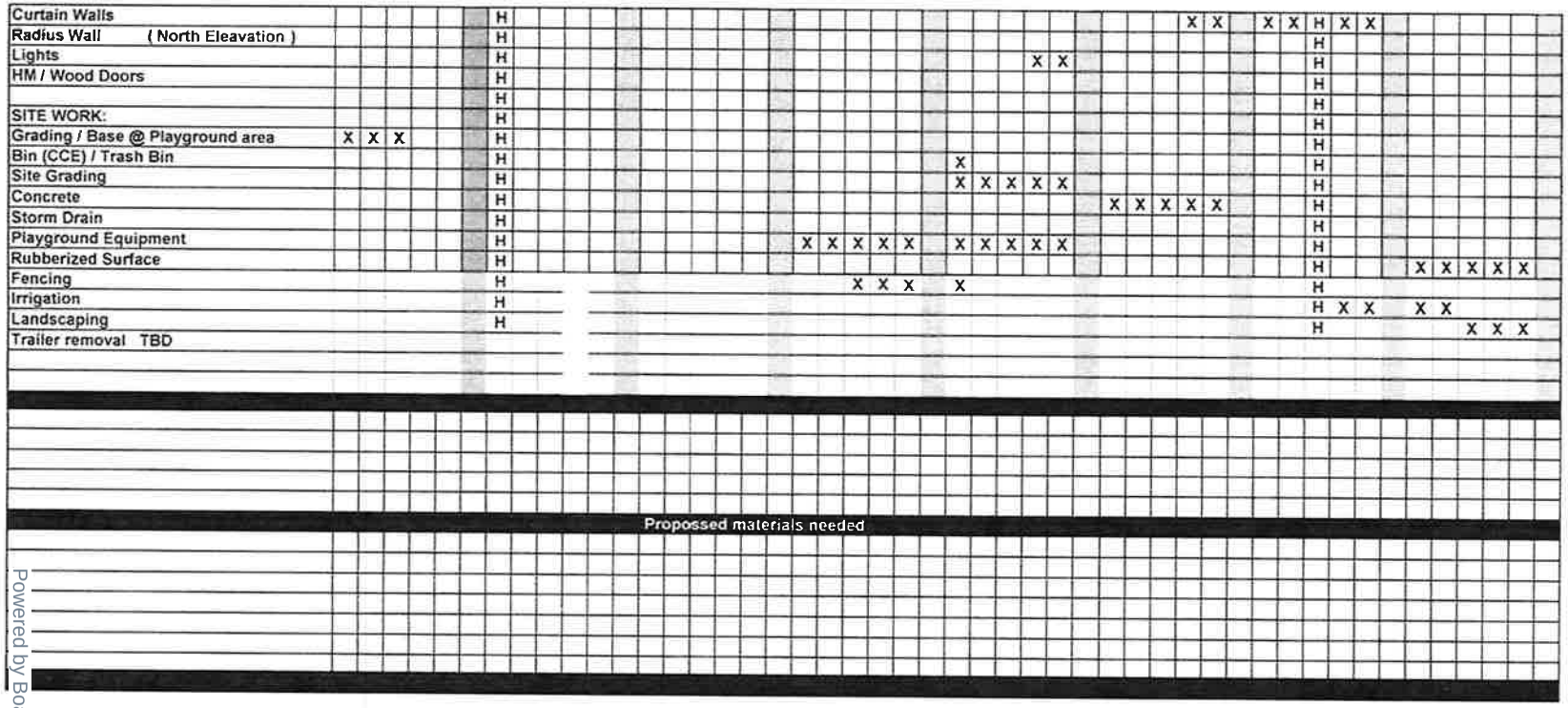


EXCEL/TODD/JOB SCHEDULES/4WEEK

Powered by BoardOnTrack

Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM

R.C.CONSTRUCTION LOOK AHEAD SCHEDULE



Powered by BoardOnTrack

Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM

MAGNOLIA
PUBLIC SCHOOLS

Printed on Thu May 31, 2018 at 10:26 am PDT

Job #: 01428.001 Magnolia Science Academy, Santa Ana
2840 West First Street
Santa Ana, California 92703

Gafcon, Inc.

EXHIBIT 6.3

All Submittals

Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball In Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
312000 Earth Work	312000-1	0	31 2000-01 - Earthwork (Pad Cert)	Document	Approved	Edard Graves & Associates	01/08/2018	12/04/2017			12/04/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/01/2018	01/01/2018 01/09/2018	12/14/2017 01/08/2018	01/10/18
112000 000-01 - ground Play (Per Plan)	112000-1	1	11 2000-01 - Playground Play Equip (Per Plan)	Product Data	Closed	R.C. Construction Services, Inc.	05/11/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Pending	05/08/2018 05/08/2018	05/08/2018	04/27/2018 05/11/2018 05/11/2018	
112000 000-01 - ground Play (Per Plan)	112000-1	1	11 2000-01r1 - Playground Play Equip (Per Plan)	Product Data	Approved as Noted	R.C. Construction Services, Inc.	05/11/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	05/07/2018 05/08/2018 05/08/2018	05/08/2018 05/10/2018	04/27/2018 05/11/2018 05/11/2018	05/11/18
112000 11 2000-01 - Playground Play Equip (Per Plan)	112000-1	0	11 2000-01 - Playground Play Equip (Per Plan)	Product Data	Closed	R.C. Construction Services, Inc.	05/11/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Pending	04/13/2018	04/19/2018	04/27/2018 05/11/2018 05/11/2018	
014050 Contractor Safety	014050-1	0	01 4050-01 - Contractor Safety (Manual)	Document	Approved	R.C. Construction Services, Inc.	11/29/2017						Rudge, David (Gafcon)	For Record Only	11/15/2017	11/16/2017	11/29/2017	12/04/17
32 31 13 Chainlink Fencing	32 31 13-1	0	32 3113-01 - Chain Link Fences & Gates	Shop Drawing	Approved as Noted		01/19/2018	01/04/2018			01/04/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/08/2018	01/08/2018 01/22/2018	01/12/2018 01/19/2018	01/23/18
32 13 13 Concrete Paving	32 13 13-1	0	32 1313-01 - Concrete Paving (Mix Designs)	Product Data	Approved	R.C. Construction Services, Inc.	12/21/2017	12/07/2017			12/07/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Approved Approved	12/08/2017	12/08/2017 12/12/2017	12/14/2017 12/21/2017	12/18/17
27 0000 Communications	27 0000-1	0	27 0000-01 - Low-Voltage (Package)	Product Information	Approved as Noted	Circle City Electric, Inc.	01/19/2018	12/29/2017			12/29/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/10/2018	01/10/2018 01/22/2018	01/05/2018 01/19/2018	01/23/18

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Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball In Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
26 51 00 Interior Lighting	26 51 00-1	0	26 5100-01 - Interior Lighting (Nuke Exit)	Product Data	Approved	Circle City Electric, Inc.	04/13/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	03/16/2018 03/16/2018	03/16/2018 03/19/2018	03/30/2018 04/13/2018	03/21/18
26 28 18 Enclosed Switches	26 28 18-1	0	26 2818-01 - Enclosed Switches	Product Data	Approved	Circle City Electric, Inc.	06/18/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved	05/21/2018 05/23/2018 05/23/2018	05/23/2018 05/24/2018	06/04/2018 06/18/2018 06/18/2018	05/29/18
26 09 23 Lighting Control Devices	26 09 23-1	0	26 0000-03 - Lighting Control System & Devices	Product Data	Approved	Circle City Electric, Inc.	01/19/2018	12/29/2017			12/29/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved		01/09/2018 01/15/2018	01/05/2018 01/19/2018	01/16/18
26 05 26 Grounding and Bonding for Electrical Systems	26 05 26-1	1	26 0526-01r1 - Grounding & Bonding	Product Data	Approved	Circle City Electric, Inc.	12/14/2017	12/07/2017			12/07/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Approved Approved	12/08/2017	12/08/2017 12/12/2017	12/14/2017 12/14/2017	12/18/17
26 00 10 Basic Electrical Requirements	26 00 10-4	1	26 0000-04r1 - Interior & Exterior Lighting	Product Data	Approved as Noted	Circle City Electric, Inc.	03/22/2018	12/29/2017					Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	03/06/2018 03/16/2018	03/08/2018 03/16/2018	03/08/2018 03/22/2018	03/21/18
26 00 10 Basic Electrical Requirements	26 00 10-4	0	26 0000-04 - Interior & Exterior Lighting	Product Data	Closed	Circle City Electric, Inc.	01/19/2018	12/29/2017			12/29/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit		01/08/2018 01/15/2018	01/05/2018 01/19/2018	01/16/18
26 00 10 Basic Electrical Requirements	26 00 10-2	0	26 0000-02 - Low-Volt Trans, Switchbrds, Panelbrds	Product Data	Approved as Noted	Circle City Electric, Inc.	12/14/2017				11/30/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Approved Approved as Noted	11/30/2017 12/06/2017	12/06/2017 12/12/2017	12/14/2017 12/14/2017	12/18/17
26 00 10 Basic Electrical Requirements	26 00 10-1	0	26 0000-01 - General Electrical	Product Data	Approved as Noted	Circle City Electric, Inc.	12/04/2017				11/28/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Approved Revise and Resubmit	11/29/2017 12/07/2017	12/07/2017	12/04/2017 12/04/2017	
23 09 13 Instrumentation and Control Devices for HVAC	23 09 13-1	0	23 0913-01 - Instrumentation & Cntrl for HVAC	Product Data	Approved as Noted	Mathews Mechanical	04/27/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	03/30/2018 04/02/2018 04/02/2018	04/02/2018 04/10/2018	04/13/2018 04/27/2018 04/27/2018	04/11/18

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Gafcon, Inc.

Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball In Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
23 00 10 Basic Mechanical Requirements	23 00 10-1	3	23 0000-01r3 - HVAC System	Product Information	Approved	Mathews Mechanical	04/04/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved	04/16/2018 04/17/2018	04/17/2018 04/18/2018	03/21/2018 04/04/2018	04/19/18
23 00 10 Basic Mechanical Requirements	23 00 10-1	2	23 0000-01r2 - HVAC System	Product Information	Approved as Noted	Mathews Mechanical	04/04/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	03/16/2018	03/16/2018 03/26/2018	03/21/2018 04/04/2018	03/28/18
23 00 10 Basic Mechanical Requirements	23 00 10-1	1	23 0000-01r1 - HVAC System	Product Information	Closed	Mathews Mechanical	03/07/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit	03/05/2018	03/05/2018 03/07/2018	02/21/2018 03/07/2018	03/08/18
23 00 10 Basic Mechanical Requirements	23 00 10-1	0	23 0000-01 - HVAC System	Product Information	Closed	Mathews Mechanical	01/26/2018				01/12/2018		Rudge, David (Gafcon)	Revise and Resubmit		01/22/2018	01/26/2018	01/22/18
22 40 00 Plumbing Fixtures	22 40 00-1	0	22 4000-01 - Plumbing Fixtures	Product Data	Approved	Pre-Craft Construction, Inc.	02/09/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved		01/15/2018 01/29/2018	01/26/2018 02/09/2018	01/30/18
22 30 00 Plumbing Equipment	22 30 00-1	0	22 3000-01 - Plumbing Equipment	Product Data	Approved as Noted	Pre-Craft Construction, Inc.	02/09/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/15/2018	01/15/2018 01/22/2018	01/26/2018 02/09/2018	01/23/18
22 10 06 Plumbing Piping Specialties	22 10 06-1	0	22 1006-01 - Plumbing Piping Specialties	Product Data	Approved	Pre-Craft Construction, Inc.	01/18/2018	01/04/2018			01/04/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved	01/09/2018	01/09/2018 01/15/2018	01/11/2018 01/18/2018	01/16/18
22 10 05 Plumbing Piping	22 10 05-1	0	22 1005-01 - Plumbing Piping	Product Data	Approved	Pre-Craft Construction, Inc.	12/05/2017						Gupta, Pritwish (Berliner Architects)	Approved	11/29/2017	11/29/2017	12/05/2017	12/01/17
22 07 19 Plumbing Piping Insulation	22 07 19-1	0	22 0719-01 - Plumbing Piping Insulation (Rev)	Product Data	Approved	Pre-Craft Construction, Inc.	01/22/2018	01/04/2018			12/11/2017		Rudge, David (Gafcon) Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Revise and Resubmit Approved Approved	01/10/2018	12/14/2017 01/10/2018 01/15/2018	12/18/2017 12/25/2017 01/22/2018	01/30/18
22 05 53 Identification for Plumbing Piping and Equipment	22 05 53-1	0	22 0553-01 - ID for Plumbing Piping (Rev)	Product Data	Approved	Pre-Craft Construction, Inc	01/22/2018	01/04/2018			12/11/2017		Rudge, David (Gafcon) Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Revise and Resubmit Approved Approved	01/10/2018	12/14/2017 01/10/2018 01/15/2018	12/18/2017 01/14/2018 01/22/2018	01/23/18

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MAGNOLIA PUBLIC SCHOOLS

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Job #: 01428.001 Magnolia Science Academy, Santa Ana
2840 West First Street
Santa Ana, California 92703

Safcon, Inc.

Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball In Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
2 05 16 xpansion Fittings nd Loops for lumbing Piping	22 05 16-1	0	22 0516-01 - Expansion Fittings & Loops	Product Data	Approved	Pro-Craft Construction, Inc.	12/21/2017				12/11/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Approved Approved	12/14/2017	12/14/2017 12/21/2017	12/14/2017 12/21/2017	12/22/17
1 13 00 ire Suppression prinkler Systems	21 13 00-2	0	21 1300-02 - Fire-Suppression Sprinkler Sys	Product Data	Approved as Noted	La Habra Fire Protection and Plumbing	06/07/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	05/10/2018 05/10/2018 05/10/2018	05/10/2018 05/10/2018	05/24/2018 06/07/2018 06/07/2018	05/10/18
3 00 Suppression kler Systems	21 13 00-1	1	21 1300-01r1 - Fire-Suppression Sprinkler Sys	Shop Drawing	Closed	La Habra Fire Protection and Plumbing	03/07/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Void Pending	02/15/2018 03/08/2018	03/08/2018	02/21/2018 03/07/2018	03/08/18
3 00 Suppression kler Systems	21 13 00-1	0	21 1300-01 - Fire-Suppression Sprinkler Sys	Product Data	Approved as Noted	La Habra Fire Protection and Plumbing	02/09/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	03/06/2018	01/15/2018 03/06/2018	01/26/2018 02/09/2018	03/06/18
4 00 Window Shades	12 24 00-1	0	12 2400-01 - Roller Shades	Product Data	Approved		01/02/2018	12/18/2017			12/18/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	12/27/2017	12/27/2017 01/09/2018	12/26/2017 01/02/2018	01/10/18
1 0000 layground urfacing	11 0000-1	0	11 0000-01 - Playground Surfacing	Product Data	Approved as Noted	United Sports Surfacing of America, Inc.	05/30/2018				12/12/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Approved as Noted Pending Approved as Noted	12/14/2017	12/14/2017 01/15/2018 05/29/2018	12/19/2017 12/26/2017 05/30/2018 05/30/2018	05/29/18
0 44 13 ire Protection abinets	10 44 13-1	0	10 4413-01 - Fire Protection Cabinets	Product Data	Approved	R.C. Construction Services, Inc.	05/18/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	04/20/2018 04/23/2018 04/23/2018	04/23/2018 05/01/2018	05/04/2018 05/18/2018 05/18/2018	05/01/18
0 43 10 igns	10 43 10-2	0	10 4310-02 - Signs (Color Chart)	Product Information	Approved as Noted		05/07/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin	Approved Pending Approved as Noted	04/09/2018 04/11/2018 04/11/2018	04/11/2018 04/11/2018	04/23/2018 05/07/2018 05/07/2018	04/19/18

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Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball In Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
													(Berliner Architects)					
.0 43 10 igns	10 43 10-1	1	10 4310-01r1 - Signs	Product Data	Approved as Noted		04/09/2018	12/29/2017					Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	03/22/2018 03/26/2018 03/26/2018	03/26/2018 03/29/2018	03/26/2018 04/09/2018 04/09/2018	03/30/18
.0 43 10 igns	10 43 10-1	0	10 4310-01 - Signs	Product Data	Closed		01/19/2018	12/29/2017			12/29/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit		01/09/2018 01/15/2018	01/05/2018 01/19/2018	01/16/18
.0 28 00 o : Accessories	10 28 00-2	0	10 2800-02 - Toilet Accessories (sample)	Sample	Approved	Merit Building Specialties	02/20/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved	01/23/2018 02/01/2018	02/01/2018 02/05/2018	02/06/2018 02/20/2018	02/13/18
.0 28 00 o : Accessories	10 28 00-1	1	10 2800-01r1 - Toilet Accessories	Product Data	Approved as Noted	Merit Building Specialties	02/12/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/23/2018	01/29/2018 02/05/2018	12/26/2017 02/12/2018	02/13/18
0 28 00 oilet Accessories	10 28 00-1	0	10 2800-01 - Toilet Accessories	Product Data	Closed	Merit Building Specialties	12/26/2017						Rudge, David (Gafcon)	Revise and Resubmit	12/27/2017	12/27/2017	12/26/2017	12/27/17
0 21 13 oilet Partitions	10 21 13-1	0	10 2113-01 - Toilet Partitions	Product Data	Approved as Noted	Merit Building Specialties	01/09/2018				12/18/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted		12/27/2017 01/15/2018	12/26/2017 01/09/2018	01/15/18
0 0000 pecialties	10 0000-2	1	10 0000-02r1 - Specialties (Basketball)	Shop Drawing	Approved	California Facility Specialties, Inc.	04/02/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved Approved	02/28/2018 03/01/2018 03/01/2018	03/01/2018 03/20/2018 04/02/2018	03/05/2018 03/19/2018 03/19/2018 04/02/2018	04/02/18
0 0000 pecialties	10 0000-2	0	10 0000-02 - Specialties (Basketball)	Shop Drawing	Approved as Noted	Cal fornia Facility Specialties, Inc.	02/20/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/23/2018 01/25/2018	01/25/2018 02/05/2018	02/06/2018 02/20/2018	02/07/18
0 0000 pecialties	10 0000-1	0	10 0000-01 - Specialties (Lockers)	Product Data	Closed	Cal fornia Facility Specialties, Inc.	01/26/2018						Rudge, David (Gafcon)	Rejected	01/29/2018	01/29/2018	01/26/2018	01/29/18

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Gafcon, Inc.

Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball In Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
09 96 23 Graffiti Resistant Coatings	09 96 23-1	0	09 9623-01 - Graffiti Resistant Coatings	Product Data	Approved	Inland Pacific Coatings, Inc.	12/11/2017				12/04/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Approved Approved		12/05/2017 12/13/2017	12/11/2017 12/11/2017	12/14/17
09 91 00 Painting	09 91 00-2	0	09 9100-02 - Painting (Drawdowns)	Sample	Approved	Inland Pacific Coatings, Inc.	01/30/2018	01/08/2018			01/08/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved		01/15/2018 01/29/2018	01/16/2018 01/30/2018	01/30/18
09 91 00 Painting	09 91 00-1	0	09 9100 - Painting (Product Data)	Product Data	Approved	Inland Pacific Coatings, Inc.	12/15/2017	12/04/2017			12/04/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Approved Approved	12/08/2017	12/08/2017 12/20/2017	12/11/2017 12/15/2017	01/01/18
09 68 13 Tile Carpeting	09 68 13-1	0	09 6513-01 - Resilient Wall Base - Carpet	Product Data	Closed		01/19/2018	12/29/2017			12/29/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved For Record Only	01/15/2018	01/15/2018 01/29/2018	01/05/2018 01/19/2018	01/30/18
09 65 13 Resilient Wall Base and Accessories	09 65 13-1	0	09 6513-01 - Resilient Wall Base - Carpet	Product Data	Approved as Noted		01/12/2018	12/29/2017			12/29/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted		01/11/2018 01/29/2018	01/05/2018 01/12/2018	01/30/18
09 51 13 Acoustic Panel Ceiling	09 51 13-2	0	09 5113-02 - Acoustical Panel Ceilings (samples)	Sample	Approved	R.C. Construction Services, Inc.	02/09/2018			Matt Caughey			Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved		01/15/2018 01/29/2018	01/26/2018 02/09/2018	01/30/18
09 51 13 Acoustic Panel Ceiling	09 51 13-1	0	09 5113-01 - Acoustical Panel Ceilings	Product Data	Approved		01/30/2018	01/09/2018			01/09/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved		01/15/2018 01/29/2018	01/16/2018 01/30/2018	01/30/18
09 30 13 Ceramic Tile	09 30 13-1	0	09 3013-01 - Ceramic Tile	Product Data	Approved as Noted	Floored Tile & Stone	01/31/2018	01/09/2018			01/09/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted		01/11/2018 01/29/2018	01/17/2018 01/31/2018	01/30/18
09 29 00 Gypsum Board	09 29 00-1	0	09 2900-01 - Gypsum Board	Product Data	Approved as Noted	Thomas R Gilstrap Construction	01/09/2018				12/18/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted		12/28/2017 01/09/2018	12/26/2017 01/09/2018	01/10/18
09 24 00 Cement Plaster	09 24 00-1	0	09 2400-01 - Cement Plaster	Product Data	Approved as Noted	Apex Plastering Co.	01/31/2018	01/09/2018			01/09/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/11/2018	01/11/2018 01/22/2018	01/17/2018 01/31/2018	01/23/18

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Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball in Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
09 22 16 Non-Structural Metal Framing	09 22 16-1	1	09 2216.3-01r1 - Metal Stud Frame-Non-Struc (rev)	Product Data	Approved as Noted	Thomas R Gilstrap Construction	02/06/2018	01/04/2018					Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/23/2018 01/23/2018	01/23/2018 01/29/2018	01/23/2018 02/06/2018	01/30/18
09 22 16 Non-Structural Metal Framing	09 22 16-1	0	09 2216.3-01 - Metal Stud Frame-Non-Struc (rev)	Product Data	Closed	Thomas R Gilstrap Construction	12/26/2017	01/04/2018			12/18/2017		Rudge, David (Gafcon)	Revise and Resubmit		12/26/2017	12/26/2017	12/27/17
08 4000 Specialty Windowa	08 4000-3	0	08 4000-03 - 3-Form Panel Cube (sample)	Sample	Closed	Huntington Glazing	02/06/2018						Rudge, David (Gafcon)	Void	01/23/2018	02/13/2018	02/06/2018	02/13/18
08 4000 Specialty Windowa	08 4000-2	0	08 4000-02 - 3-Form Panel Cube	Product Data	Closed	Huntington Glazing	01/17/2018	01/09/2018			01/09/2018		Rudge, David (Gafcon)	Rejected	01/29/2018	01/29/2018	01/17/2018	01/29/18
08 4000 Specialty Windowa	08 4000-1	1	08 4000-01r1 - Alum. Transaction Window	Product Data	Approved as Noted	Huntington Glazing	04/18/2018	01/09/2018					Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Revise and Resubmit Pending Approved as Noted	03/19/2018 03/21/2018 03/21/2018 05/15/2018	03/21/2018 03/29/2018 05/17/2018	03/21/2018 04/04/2018 04/04/2018 04/18/2018 04/18/2018	05/29/18
08 4000 Specialty Windowa	08 4000-1	0	08 4000-01 - Alum. Transaction Window	Product Data	Closed	Huntington Glazing	01/31/2018	01/09/2018			01/09/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit		01/11/2018 01/29/2018	01/17/2018 01/31/2018	01/30/18
08 80 00 Glazing	08 80 00-2	0	08 8000-02 - Glazing (Samples)	Sample	Approved	Huntington Glazing	02/20/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved	01/23/2018 02/01/2018	02/01/2018 02/12/2018	02/06/2018 02/20/2018	02/13/18
08 80 00 Glazing	08 80 00-1	1	08 8000-01r1 - Glazing	Product Data	Approved	Huntington Glazing	01/31/2018	01/09/2018					Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved	01/23/2018	01/23/2018 02/12/2018	01/17/2018 01/31/2018	02/13/18
08 80 00 Glazing	08 80 00-1	0	08 8000-01 - Glazing	Product Data	Closed	Huntington Glazing	01/17/2018	01/09/2018			01/09/2018		Rudge, David (Gafcon)	Revise and Resubmit		01/15/2018	01/17/2018	01/15/18
08 71 00 Door Hardware	08 71 00-2	0	08 7100-02 - Door Hardware (Storefront)	Product Data	Approved as Noted	McKernan, inc.	05/17/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	04/19/2018	04/19/2018 05/07/2018	05/03/2018 05/17/2018 05/17/2018	05/08/18

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Gafcon, Inc.

Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball In Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
08 71 00 Door Hardware	08 71 00-1	0	08 7100-01 - Door Hardware	Product Data	Approved as Noted	McKernan, Inc.	02/09/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/15/2018	01/15/2018 01/31/2018	01/26/2018 02/09/2018	02/01/18
08 44 13 Glazed Aluminum Curtain Walls	08 44 13-3	0	08 4413-03 - Glazed Alum. Curtain Walls (color chart)	Sample	Approved as Noted	Huntington Glazing	02/20/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/23/2018 01/25/2018	01/25/2018 01/31/2018	02/06/2018 02/20/2018	02/01/18
08 44 13 Glazed Aluminum Curtain Walls	08 44 13-2	2	08 4413-02r2 - Glazed Alum. Curtain Wall (Shop Dwgs)	Shop Drawing	Approved as Noted	Huntington Glazing	04/04/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	04/24/2018 04/24/2018 04/24/2018	04/24/2018 04/30/2018	03/21/2018 04/04/2018 04/04/2018	04/30/18
08 44 13 Glazed Aluminum Curtain Walls	08 44 13-2	1	08 4413-02r1 - Glazed Alum. Curtain Wall (Shop Dwgs)	Shop Drawing	Approved as Noted	Huntington Glazing	04/04/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	03/19/2018 03/21/2018 03/21/2018	03/21/2018 03/29/2018	03/21/2018 04/04/2018 04/04/2018	03/30/18
08 44 13 Glazed Aluminum Curtain Walls	08 44 13-2	0	08 4413-02 - Glazed Alum. Curtain Walls (Shop Dwgs)	Shop Drawing	Closed	Huntington Glazing	02/20/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit	01/25/2018	01/25/2018 02/12/2018	02/06/2018 02/20/2018	02/13/18
08 44 13 Glazed Aluminum Curtain Walls	08 44 13-1	0	08 4413-01 - Glazed Alum. Curtain Walls	Product Data	Approved as Noted	Huntington Glazing	01/25/2018	01/09/2018			01/09/2018		Zhou, Justin (Berliner Architects)	Approved as Noted		01/29/2018	01/25/2018	01/30/18
08 14 16 Flush Wood Doors	08 14 16-1	0	08 1416-01 - Flush Wood Doors	Product Data	Approved as Noted	McKernan, Inc.	01/25/2018	01/04/2018			01/04/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/11/2018 01/11/2018	01/11/2018 01/15/2018	01/11/2018 01/25/2018	01/22/18
08 11 13 Hollow Metal Doors and Frames	08 11 13-1	0	08 1113-01 - Hollow Metal Doors & Frames	Product Data	Approved as Noted	McKernan, Inc.	01/18/2018	01/04/2018			01/04/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/08/2018	01/08/2018 01/15/2018	01/11/2018 01/18/2018	01/16/18
08 0000 Overhead Door	08 0000-1	1	08 000-01r1 - Overhead Door	Shop Drawing	Approved		12/21/2017	12/07/2017			01/04/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved	01/04/2018 01/08/2018	01/08/2018 01/15/2018	01/09/2018 12/21/2017	01/16/18
08 0000 Overhead Door	08 0000-1	0	08 000-01 - Overhead Door	Shop Drawing	Closed		12/21/2017	12/07/2017			12/07/2017		Rudge, David (Gafcon) Gupta, Pritwish	Approved Revise and Resubmit		12/14/2017 12/21/2017	12/14/2017 12/21/2017	12/26/17

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Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball In Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
													(Berliner Architects)					
7 9200 oint Sealers	07 9200-2	0	07 9200-02 - Joint Sealers (color chart)	Sample	Approved as Noted	Huntington Glazing	02/20/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/23/2018 01/25/2018	01/25/2018 01/31/2018	02/06/2018 02/20/2018	02/01/18
7 9200 oint Sealers	07 9200-1	1	07 9200-01 - Joint Sealers	Product Data	Approved as Noted	Huntington Glazing	01/31/2018	01/09/2018					Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/22/2018 01/22/2018	01/22/2018 01/29/2018	01/17/2018 01/31/2018	01/30/18
7 9200 oint Sealers	07 9200-1	0	07 9200-01 - Joint Sealers	Product Data	Closed	Huntington Glazing	01/17/2018	01/09/2018			01/09/ 2018		Rudge, David (Gafcon)	Revise and Resubmit		01/22/2018	01/17/2018	01/22/18
7 62 00 Sheet Metal Flashing and Trim	07 62 00-1	1	07 6200-01r1 - Sheet Metal Flashing & Trim	Shop Drawing	Approved as Noted	R&J Sheet Metal, Inc.	04/04/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	03/19/2018 03/21/2018 03/21/2018	03/21/2018 04/02/2018	03/21/2018 04/04/2018 04/04/2018	04/03/18
7 62 00 Sheet Metal Flashing and Trim	07 62 00-1	0	07 6200-01 - Sheet Metal Flashing & Trim	Shop Drawing	Approved	R&J Sheet Metal, Inc	02/13/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Revise and Resubmit		01/22/2018 03/05/2018	01/30/2018 02/13/2018 02/13/2018	03/09/18
7 51 13 Built-up Asphalt Roof	07 51 13-1	0	07 5113-01 - Built-Up Asphalt Roofing	Product Data	Approved as Noted		01/30/2018	01/08/2018			01/08/ 2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	01/15/2018	01/15/2018 01/29/2018	01/16/2018 01/30/2018	01/30/18
6 40 00 Architectural Woodwork	06 40 00-1	0	06 0000-01 - Stainless Steel Cabinets	Shop Drawing	Approved as Noted		12/21/2017	12/07/2017			12/07/ 2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	04/02/2018	12/27/2017 04/19/2018	12/14/2017 12/21/2017	04/19/18
5 40 00 Cold Formed Metal Framing	05 40 00-1	2	05 4000-01r2 - Cold Form Metal Framing	Product Data	Approved as Noted	Thomas R Gilstrap Construction	03/19/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	02/28/2018 03/01/2018 03/01/2018	03/01/2018 03/09/2018	03/05/2018 03/19/2018 03/19/2018	03/13/18
5 40 00 Cold Formed Metal Framing	05 40 00-1	1	05 4000-01r1 - Cold Form Metal Framing	Product Data	Closed	Thomas R Gilstrap Construction	02/06/2018						Rudge, David (Gafcon) Zhou, Justin	Approved Revise and Resubmit	01/23/2018 01/23/2018	01/23/2018 01/31/2018	01/23/2018 02/06/2018	02/01/18

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Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball In Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
													(Berliner Architects)					
05 40 00 Cold Formed Metal Framing	05 40 00-1	0	05 4000-01 - Cold Form Metal Framing	Product Data	Closed	Thomas R Gilstrap Construction	01/09/2018				12/18/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit		01/01/2018 01/09/2018	12/26/2017 01/09/2018	01/11/18
05 30 00 Metal Decking	05 30 00-1	2	05 3000-01r2 - Metal Deck (Weld Procedures)	Shop Drawing	Approved as Noted		04/03/2018	01/08/2018					Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	04/13/2018 04/16/2018	04/16/2018 04/18/2018	01/16/2018 04/03/2018	04/19/18
05 30 00 Metal Decking	05 30 00-1	1	05 3000-01r1 - Metal Decking	Shop Drawing	Closed		04/03/2018	01/08/2018					Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit	03/13/2018 03/15/2018	03/15/2018 03/16/2018	01/16/2018 04/03/2018	03/21/18
05 30 00 Metal Decking	05 30 00-1	0	05 3000-01 - Metal Decking	Shop Drawing	Closed		01/30/2018	01/08/2018			01/08/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit		01/15/2018 01/31/2018	01/16/2018 01/30/2018	02/01/18
05 12 00 Structural Steel Framing	05 12 00-5	0	05 1200-05 - Struc Steel (Product Data)	Product Data	Approved	RND Contractors, Inc.	01/19/2018	01/04/2018			01/04/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved	01/08/2018	01/08/2018 01/10/2018	01/12/2018 01/19/2018	01/11/18
05 12 00 Structural Steel Framing	05 12 00-4	1	05 1200-04r1 - Struc Steel (Weld Procedures)	Product Information	Approved	RND Contractors, Inc.	03/05/2018	01/04/2018					Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved	02/19/2018 02/19/2018	02/19/2018 02/23/2018	02/19/2018 03/05/2018	02/27/18
05 12 00 Structural Steel Framing	05 12 00-4	0	05 1200-04 - Struc Steel (Weld Procedures)	Product Information	Closed	RND Contractors, Inc.	01/19/2018	01/04/2018			01/04/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit	01/08/2018	01/08/2018 01/22/2018	01/12/2018 01/19/2018	01/22/18
05 12 00 Structural Steel Framing	05 12 00-3	0	05 1200-03 - Struc Steel (Welder Certs)	Certification	Approved	RND Contractors, Inc.	01/19/2018	01/04/2018			01/04/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved	01/08/2018	01/08/2018 01/10/2018	01/12/2018 01/19/2018	01/11/18
05 12 00 Structural Steel Framing	05 12 00-2	1	05 1200-02r1 - Struc Steel (Shop Dwgs)	Shop Drawing	Approved as Noted	RND Contractors, Inc.	03/05/2018	01/04/2018					Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	02/19/2018 02/19/2018	02/19/2018 03/07/2018	02/19/2018 03/05/2018 03/05/2018	03/08/18

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Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball in Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
05 12 00 Structural Steel Framing	05 12 00-2	0	05 1200-02 - Struc Steel (Shop Dwgs)	Shop Drawing	Closed	RND Contractors, Inc.	01/19/2018	01/04/2018			01/04/2018		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit	01/08/2018	01/08/2018 01/22/2018	01/12/2018 01/19/2018	01/23/18
05 12 00 Structural Steel Framing	05 12 00-1	1	05 1200-01 - Struc Steel Fra. (Anchor Bolt-Embed)	Shop Drawing	Approved as Noted	RND Contractors, Inc.	01/05/2018	12/11/2017					Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	12/22/2017	12/22/2017 12/22/2017	12/29/2017 01/05/2018	12/22/17
05 12 00 Structural Steel Framing	05 12 00-1	0	05 1200-01 - Struc Steel Fra. (Anchor Bolt-Embed)	Shop Drawing	Approved as Noted	RND Contractors, Inc.	12/22/2017	12/11/2017			12/11/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Approved as Noted Pending	12/12/2017	12/12/2017 12/21/2017	12/12/2017 12/15/2017 12/22/2017	12/22/17
04 22 00 Concrete Unit Masonry	04 22 00-4	0	04 2200-04 - Concrete Unit Masonry (Grout)	Product Data	Approved as Noted	Nuway, Inc.	05/22/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Approved as Noted	04/24/2018 04/26/2018 04/26/2018	04/24/2018 04/26/2018	05/08/2018 05/22/2018 05/22/2018	04/26/18
04 22 00 Concrete Unit Masonry	04 22 00-3	0	04 2200-03 - Concrete Unit Masonry (Mix & Mortar)	Product Information	Approved	Nuway, Inc.	01/02/2018				12/22/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved	12/22/2017 12/28/2017	12/28/2017 01/03/2018	12/26/2017 01/02/2018	01/04/18
04 22 00 Concrete Unit Masonry	04 22 00-2	2	04 2200-02r1 - Concrete Unit Masonry (Rebar)	Shop Drawing	Approved as Noted	Nuway, Inc.	03/12/2018						Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Approved as Noted	02/22/2018 02/27/2018	02/27/2018 03/07/2018	02/26/2018 03/12/2018	03/08/18
04 22 00 Concrete Unit Masonry	04 22 00-2	1	04 2200-02r1 - Concrete Unit Masonry (Rebar)	Shop Drawing	Closed	Nuway, Inc.	01/05/2018				12/22/2017		Rudge, David (Gafcon) Zhou, Justin (Berliner Architects)	Approved Revise and Resubmit	12/22/2017 12/26/2017	12/26/2017 01/09/2018	12/27/2017 01/05/2018	01/10/18
04 22 00 Concrete Unit Masonry	04 22 00-2	0	04 2200-02 - Concrete Unit Masonry (Rebar & Mix)	Shop Drawing	Closed	Nuway, Inc.	12/04/2017						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Rejected Revise and Resubmit		12/01/2017 12/11/2017	12/04/2017 12/04/2017	12/01/17
04 22 00 Concrete Unit Masonry	04 22 00-1	0	04 2200-01 - Concrete Unit Masonry	Product Data	Approved as Noted	Nuway, Inc.	11/13/2017						Zhou, Justin (Berliner Architects)	Approved as Noted	11/13/2017	11/13/2017	11/13/2017	11/13/17
03 35 43 Honed Concrete Floors	03 35 43-1	0	03 3543-01 - Abrasive Honed Conc Floors	Product Data	Closed	Speciality Flooring, Inc.	01/12/2018	01/04/2018			01/04/2018		Rudge, David (Gafcon)	Void		01/29/2018	01/12/2018	

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MAGNOLIA PUBLIC SCHOOLS

Printed on Thu May 31, 2018 at 10:26 am PDT

Job #: 01428.001 Magnolia Science Academy, Santa Ana
2840 West First Street
Santa Ana, California 92703

Gafcon, Inc.

Spec Section	#	Rev.	Title	Type	Status	Responsible Contractor	Final Due Date	Submit By	Location	Received From	Received Date	Ball In Court	Approvers	Response	Sent Date	Returned Date	Due Date	Distributed Date
03 30 00 Cast-In-Place Concrete	03 30 00-5	1	03 3000-05r1 - Cast-In-Place Concrete (Mix Design)	Product Data	Closed	R.C. Construction Services, Inc.	05/16/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects)	Void Pending Pending	04/27/2018 04/29/2018 04/29/2018	04/29/2018	05/02/2018 05/16/2018 05/16/2018	
03 30 00 Cast-In-Place Concrete	03 30 00-5	0	03 3000-05 - Cast-In-Place Concrete (Mix Design)	Product Data	Approved as Noted	R.C. Construction Services, Inc.	05/30/2018						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects) Zhou, Justin (Berliner Architects) Zhou, Justin (Berliner Architects)	Approved Pending Revise and Resubmit Approved as Noted	04/18/2018 04/19/2018 04/19/2018	04/19/2018 04/25/2018 04/27/2018	05/02/2018 05/16/2018 05/16/2018 05/30/2018	04/27/18
03 30 00 Cast-In-Place Concrete	03 30 00-4	0	03 3000-04 - Cast-In-Place Conc (Floor Flatness)	Test Report	Closed	R.C. Construction Services, Inc.	03/14/2018						Rudge, David (Gafcon)	For Record Only	02/28/2018	04/02/2018	03/14/2018	04/02/18
03 30 00 Cast-In-Place Concrete	03 30 00-3	1	03 3000-03r1 - Cast-In-Place Concrete (Rebar)	Shop Drawing	Approved as Noted	Quality Reinforcing Inc	12/15/2017	12/14/2017			12/14/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Approved Approved as Noted	12/14/2017 12/14/2017	12/14/2017 12/18/2017	12/14/2017 12/15/2017	12/18/17
03 30 00 Cast-In-Place Concrete	03 30 00-3	0	03 3000-03 - Cast-In-Place Concrete (Rebar)	Shop Drawing	Closed	Quality Reinforcing Inc	12/11/2017				11/30/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Approved Revise and Resubmit	11/30/2017 12/01/2017	12/01/2017 12/11/2017	12/11/2017 12/11/2017	12/12/17
03 30 00 Cast-In-Place Concrete	03 30 00-2	0	03 3000-02 - Cast-In-Place Concrete (Sealer)	Product Data	Closed	R.C. Construction Services, Inc.	11/30/2017						Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Forwarded For Review Revise and Resubmit	11/16/2017 11/29/2017	11/16/2017 12/05/2017	11/30/2017 11/30/2017	12/12/17
03 30 00 Cast-In-Place Concrete	03 30 00-1	1	03 3000-01r1 - Cast-In-Place Concrete (Vapor Barrier)	Product Data	Approved	R.C. Construction Services, Inc.	12/13/2017	12/07/2017			12/07/2017		Rudge, David (Gafcon) Gupta, Pritwish (Berliner Architects)	Approved Approved	12/13/2017	12/13/2017 12/13/2017	12/06/2017 12/13/2017	12/14/17
03 30 00 Cast-In-Place Concrete	03 30 00-1	0	03 3000-01 - Cast-In-Place Concrete (Mix Design)	Product Data	Approved	R.C. Construction Services, Inc.	11/29/2017						Gupta, Pritwish (Berliner Architects)	Revise and Resubmit		12/06/2017	11/29/2017	12/07/17

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MAGNOLIA PUBLIC SCHOOLS

Gafcon, Inc.

Printed on Tue May 29, 2018 at 09:05 am PDT

Job #: 01428.001 Magnolia Science Academy, Santa Ana
2840 West First Street
Santa Ana, California 92703

EXHIBIT - 6.4

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 Comfirmation	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	Finsh Floor Elevation	12/08/2017
	GYM-017	Wall Din. in room 8 Storage	
	GYM-018	Vent for Sink/Floor Drain	12/13/2017
	GYM-019	Note FC-2	12/13/2017
	GYM-013R1	E0.11 Note #17 vs #18	12/07/2017
	GYM-020	OVERRIDE SWITCH	12/18/2017
	GYM-021	WINDOW CONFORMATION	12/19/2017
	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	
	GYM-026	Dimensions between Office & Servery	12/19/2017
	GYM-034	Fire Alarm Power Supply	
	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

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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-046	Interior Roll Up Door in Servery	01/12/2018
	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/S802 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-065	Traffic Mitigation Measures	02/19/2018
	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

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Group	RFI #	Subject	Due Date
	GYM-071	ACI vs AISC Specification Discrepancy	03/05/2018
	GYM-072	SMOKE DECTECTORS	03/05/2018
	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/S1.05 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-086	Fixture Schedule	03/28/2018
	GYM-087	Basketball Court Layout	04/03/2018
	GYM-084	Basketball I Beams	03/28/2018
	GYM-085	Split Unit Platform	03/28/2018
	GYM-088	Mezzanine Deck	04/03/2018
	GYM-089	SPLIT UNIT LOCATION	04/04/2018
	GYM-090	EMBEDS BOLTS A449 VS A325	04/09/2018
	GYM-091	RADIUS SOFFIT	04/13/2018
	GYM-093	CEILING ACCESS PANELS	04/23/2018
	GYM-092	RADIUS DIMENSION	04/23/2018
	GYM-095	WELD NEEDED ON DETAIL 6/S8.02	04/24/2018
	GYM-094	METAL DECK	04/24/2018
	GYM-096	Alum. Transaction Window	04/30/2018
	GYM-098	Beam Pockets	05/01/2018
	GYM-097	Beam Layout / Metal Deck	05/01/2018
	GYM-099	Intrusion / Door Access	05/01/2018
	GYM-100	Metal Deck / Insulating Fill	05/02/2018
	GYM-102	SKIRTING AROUND HVAC	05/08/2018
	GYM-103	FIRE SPRINKLERS	05/08/2018
	GYM-104	RFI #100 Meta Deck	05/08/2018
	GYM-101	DOOR HARDWARE SCHEDULE	05/08/2018
	GYM-109	PLAYGROUND CURB DETAIL	05/15/2018
	GYM-105	DRYWALL ON STORAGE AREA CEILING	05/09/2018

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Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM
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Group	RFI #	Subject	Due Date
	GYM-108	DETAIL 11 section A-A / S8.01	05/14/2018
	GYM-107	LATERAL BRIDGING IN RADIUS SOFTIT	05/14/2018
	GYM-110	I-BEAM AT RADIUS WALL	05/16/2018
	GYM-112	Mezzanine Deck	05/21/2018
	GYM-116	CONFIRMING HARDWARE & INTRUSION MEETING	05/21/2018
	GYM-111	ELECTRICAL HAND DRYER	05/18/2018
	GYM-106	HARD LID CEILING SYSTEM	05/21/2018
	GYM-115	EMERGENCY BATTERY BACKUP	05/21/2018
	GYM-113	WATER SHUT OFF IN RESTROOM AREAS	05/21/2018
	GYM-114	BOX HEADER @ RADIUS WALL	05/21/2018
	GYM-117	PLAYGROUND STORM DRAIN	05/22/2018
	GYM-118	ROOF SIDE OF RADIUS WALL	05/22/2018
	GYM-119	ANCHORAGE FOR HVAC DUCT / EF CURBS	05/23/2018
	GYM-120	NR 211 Welding Wire	05/23/2018
	GYM-121	SPRINKLER HEAD SCHEDULE	
	GYM-126	STORM DRAIN @ PLAYGROUND AREA	06/05/2018
	GYM-122	ASI #3 WATER HEATER HEIGHT	05/24/2018
	GYM-124	SPRINKLER HEAD PENETRATION @ CEILINGS	05/28/2018
	GYM-123	BACKING FOR ELECTRICAL PANELS	05/28/2018
	GYM-125	Main Fire Sprinkler Height in Gym area	06/05/2018
	GYM-127	COLOR OF STRUCTURAL BEAMS IN GYM AREA	06/05/2018
	GYM-129	COPING CAP FINISH	06/07/2018
Status: Open			
	GYM-128	10" and 12"' Duct Anchors	06/07/2018
	GYM-131	FIRE SPRINKLER COVERAGE	06/07/2018
	GYM-132	HM DOOR / FRAME COLOR	06/05/2018

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Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM

EXHIBIT - 6.5

gafcon

MSA - Gymnasium Project Bond Requisition No. 08

Contingency Draw Down Report

May 31, 2018

MAGNOLIA PUBLIC SCHOOLS

Approved Contingency Draw Downs							
No.	**Description**	**Originating Document**	**Agreement Date**	**Agreed to Amount**	**Beginning Balace**	**Remaining Balance**	**Comments**
1	**Project Construction Contingency Starting Balance**				**$ 112,544.89**		
COR #02	Contractor to provide and install power for fire alarms	RFI #34	01/30/18	$ 3,440.25		$ 109,104.64	Design omission/Approved by MSA Board
COR #03	Contractor to provide and install power for water heater	RFI #29	01/30/18	$ 1,096.33		$ 108,008.31	Design omission/Approved by MSA Board
COR #04R	Credit for deleting windows at east masonry wall	CCD #07	05/01/18	$ 110,040.00		$ 218,048.31	Credit for COR #04R
COR #05R	Credit for deleting Anti-Graffiti, Floor Fin. & Lockers	ASI #01	05/01/18	$ 30,068.00		$ 248,116.31	Credit for COR #05R
COR #06	Furnish & Install of new gym rubberized floor	ASI #02	05/01/18	$ 109,383.00		$ 138,733.31	Owner Requested
COR #07R	Furnish & Install plaster at column	RFI #51	05/01/18	$ 3,820.00		$ 134,913.31	Design omission
COR #08R	Furnish & Install sht. metal cap between curtain wall & parapet wall	Sheet Metal Submittal	05/01/18	$ 3,616.00		$ 131,297.31	Design omission
COR #09R	Provide power and thermostat to control EF-2l	RFI #39	05/01/18	$ 319.19		$ 130,978.12	Design omission
COR #10	Furnish & install electrical upgrade to HP-1	RFI #80	05/01/18	$ 351.00		$ 130,627.12	Design omission
COR #11R	Furnish & Install power & switch basketball back boards	RFI's #75/#78	05/01/18	$ 16,531.00		$ 114,096.12	Design omission
	Forecasted Contingency Draw Downs			**Forecasted Amount**			
	Potential Cost Associated w/Fire Sprinkler Riser			$ 3,500.00		$ 110,596.12	Design omission
	Orange County Health Department Changes	ASI #03		$ 20,000.00		$ 90,596.12	This work should have been reviewed by OCHD during Phase I
	Intrusion Hardware - Main Entry to Gym			$ 1,500.00		$ 89,096.12	Owner Requested
	Security Conduit			$ 2,000.00		$ 87,096.12	Owner Requested
	Skirting of HVAC Equipment on Roof			$ 2,500.00		$ 84,596.12	Must be done to obtaining roofing warranty
	Approved Contingency Draw Downs Totals			**$ 138,556.77**		**$ 114,096.12**	**Remaining Balance w/Credits**

$ 84,596.12 Remaining Balance w/Approved & Forecasted COR's

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Magnolia Public Schools - Annual/Regular MPS Board Meeting - Agenda - Thursday June 14, 2018 at 5:00 PM

MAGNOLIA PUBLIC SCHOOLS

EXHIBIT - 6.6.1

Meeting #20

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: 05/08/2018 **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	
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	
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)**	05/ 15/ 2018	Low	Open
	Official Documented Meeting Minutes. 1. Meeting minutes from 04-30-18 **APPROVED**					
	Previous Meeting Minutes: **04/30/2018:** 1. Meeting minutes from 04-17-18 **APPROVED**					

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.

MAGNOLIA PUBLIC SCHOOLS

Meeting #20

Safety/Security

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
2.1	1	General Safety Issues	Gary Baird **(R.C. Construction Services, Inc.)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. None noted. **INFORMATION ONLY**					
	Previous Meeting Minutes: **04/30/2018:** 1. None noted. **INFORMATION ONLY**					
2.2	1	Sub-Contractor Safety	Gary Baird **(R.C. Construction Services, Inc.)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. Sub contractor safety talks. **ON GOING**					
	Previous Meeting Minutes: **04/30/2018:** 1. Sub contractor safety talks. **ON GOING** Topic:					

Campus/Community Concerns

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
3.1	1	Review of Issues	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. None noted. **INFORMATION ONLY**					
	Previous Meeting Minutes: **04/30/2018:** 1. None noted. **INFORMATION ONLY**					

Previous Meeting Open Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
4.1	1	Open Issue	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. ASI #03 related to the Servery and OCHD 2. CCDs related to RFI 097 and 098					
	Previous Meeting Minutes: **04/30/2018:** 1. ASI #03 related to the Servery and OCHD 2. CCDs related to RFI 097 and 098					

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.

MAGNOLIA PUBLIC SCHOOLS

Meeting #20

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.)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. Motorized Basketball Backboard review of final amount. **INFORMATION ONLY**					
	Previous Meeting Minutes: **04/30/2018:** 1. Rain days 4-6 **INFORMATION ONLY** 2. Motorized Basketball Backboard **INFORMATION ONLY** 3. 3 compartment sink **CLOSED** 4. Structural Steel Fabrication **CLOSED**					
5.2	1	Review of Previous Week Works	Gary Baird **(R.C. Construction Services, Inc.)**	05/ 15/ 2018	Low	Open
	Official Documented Meeting Minutes: 1. Refer to attached 3 week look ahead. INFORMATION ONLY					
	Previous Meeting Minutes: **04/30/2018:** 1. Refer to attached 3 week look ahead. INFORMATION ONLY					
5.3	1	2 Week Look Ahead Schedule		05/ 15/ 2018	Medium	Open
	Description: Work in progress and upcoming work.					
	Attachments: RCC 3week 04-18 to 5-18.pdf					
	Official Documented Meeting Minutes: 1. Refer to the attached schedule. **INFORMATION ONLY**					
	Previous Meeting Minutes: **04/30/2018:** 1. Refer to the attached schedule. **INFORMATION ONLY**					
5.4	1	Baseline/Monthly Project Schedule Updates	Jon Wollam **(R.C. Construction Services, Inc.)**	05/ 15/ 2018	Medium	Open
	Official Documented Meeting Minutes: 1. Monthly Schedule update will be sent out 05/01/2018 **OPEN BIC: RCC**					
	Previous Meeting Minutes: **04/30/2018:** 1. Monthly Schedule update will be sent out 05/01/2018 **OPEN BIC: RCC**					

Review of Project Logs

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
6.1	1	Submittals/Shop Drawings	David Rudge **(Gafcon)**	05/ 15/ 2018	Medium	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.

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MAGNOLIA PUBLIC SCHOOLS

Meeting #20

	Attachments: MSA-GYM Submittal Log Report Full 2018-04-30.pdf					
	Official Documented Meeting Minutes: 1. Submittal Log Status a. Submittals to date 110 b. Submittals approved to date 76 c. Submittals in review 0 d. Submittals revise and resubmit 1 e. Submittals closed 29 2. Critical Submittal's **a.** Aluminum transaction window **BIC: RCC OPEN- Pending RFI Response from A/E** **b.** Playground R1 has been submitted **BIC: Berliner OPEN** 3. Refer to attached submittal log dated 05/08/2018 **INFORMATION ONLY**					
	Previous Meeting Minutes: **04/30/2018:** 1. Submittal Log Status a. Submittals to date 106 b. Submittals approved to date 72 c. Submittals in review 4 d. Submittals revise and resubmit 1 e. Submittals closed 29 2. Critical Submittal's a. Metal Decking **BIC: RCC CLOSED** b. Aluminum transaction window **BIC: RCC OPEN- Pending RFI Response from A/E** 3. Refer to attached submittal log dated 03/27/18 **INFORMATION ONLY**					
6.2	1	RFIs	Richard Berliner **(Berliner Architects)**, David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Attachments: MSA-GYM RFI Log Report 2018-04-30.pdf					
	Official Documented Meeting Minutes: 1. RFI Log Status a. RFI's to date 103 b. RFI's responded back to Contractor to date 103 c. RFI's Drafts (not formally submitted) 0 d. RFI's Open 0 2. Critical RFI's (in order of importance) a. None 3. Refer to attached RFI log dated05/08/18 **INFORMATION ONLY** 4. More information needed a. None					
	Previous Meeting Minutes: **04/30/2018:** 1. RFI Log Status a. RFI's to date 103 b. RFI's responded back to Contractor to date 100 c. RFI's Drafts (not formally submitted) 0 d. RFI's Open 3 2. Critical RFI's (in order of importance) a. None 3. Refer to attached RFI log dated 04/17/18 **INFORMATION** 4. More information needed a. None					
6.3	1	ASI's/Bullitens/CCD's	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. ASI #3 for Servery OCHD comments. **INFORMATION ONLY (4/17/2018)**					

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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MAGNOLIA PUBLIC SCHOOLS

Meeting #20

	Previous Meeting Minutes: **04/30/2018:** 1. ASI #3 for Servery OCHD comments. **INFORMATION ONLY (4/17/2018)**					
6.4	1	Owner Request for Estimates	David Rudge **(Gafcon)**	05/ 15/ 2018	Medium	Open
	Official Documented Meeting Minutes: 1. ASI #3 for Servery OCHD comments. **INFORMATION ONLY (4/17/2018)**					
	Previous Meeting Minutes: **04/30/2018:** 1. ASI #3 for Servery OCHD comments. **INFORMATION ONLY (4/17/2018)**					
6.5	1	Contractor Change Order Request	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. PCO#04 Credit for elimination of exterior window at east wall. Gafcon reviewing cost estimate (-$101,259.00) 2. PCO#05 Credit for deletion of anti graffiti coasting, concrete floor finish, carpet and removing lockers, Gafcon reviewing cost estimate. (-$28,203.00) 3. PCO#06 Furnish and install rubberized gym flooring. Gafcon reviewing cost estimate. (+$109,383.00) 4. PCO#07 Plaster face of column at kitchen servery. Gafcon reviewing cost estimate. Cost (+$4,138.00) 5. PCO#08 Furnish and install sheet metal cap. Gafcon reviewing cost estimate. (+$4,164.00) 6. PCO#09 Provide power to thermostat EF-21. Gafcon reviewing cost estimate. (+$497.00) 7. PCO#10 Furnish and install power to HP-1. Gafcon reviewing cost estimate. (+$357.00) 8. PCO#11 Furnish and install power and switch to raise basketball backboard (+19,210.00)					
	Previous Meeting Minutes: **04/30/2018:** 1. PCO#04 Credit for elimination of exterior window at east wall. Gafcon reviewing cost estimate (-$101,259.00) 2. PCO#05 Credit for deletion of anti graffiti coasting, concrete floor finish, carpet and removing lockers, Gafcon reviewing cost estimate. (-$28,203.00) 3. PCO#06 Furnish and install rubberized gym flooring. Gafcon reviewing cost estimate. (+$109,383.00) 4. PCO#07 Plaster face of column at kitchen servery. Gafcon reviewing cost estimate. Cost (+$4,138.00) 5. PCO#08 Furnish and install sheet metal cap. Gafcon reviewing cost estimate. (+$4,164.00) 6. PCO#09 Provide power to thermostat EF-21. Gafcon reviewing cost estimate. (+$497.00) 7. PCO#10 Furnish and install power to HP-1. Gafcon reviewing cost estimate. (+$357.00) 8. PCO#11 Furnish and install power and switch to raise basketball backboard (+19,210.00)					
6.6	1	Change Orders	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. COR#1 94 Day Non-Compensatory time extension approved/signed. **INFORMATION ONLY**					
	Previous Meeting Minutes: **04/30/2018:** 1. COR#1 94 Day Non-Compensatory time extension approved/signed. **INFORMATION ONLY**					

Quality Control

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
7.1	1	IOR - QA/QC Issues	Bill Dugan **(Inland Inspections & Consulting)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. Welding and bolt issue to be resolved. See email form IOR.					

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.

MAGNOLIA PUBLIC SCHOOLS

Meeting #20

	2. Steel Inspection. **ON GOING**
	Previous Meeting Minutes: **04/30/2018:** 1. IOR identified that the incorrect bolts were delivered in the structural steel pocket embeds. **BIC RCC CLOSED** 2. Ceiling in restroom **INFORMATION ONLY** 3. Lighting solution for ceiling in Storage area **INFORMATION ONLY** 4. Steel Inspection. **ON GOING**

Contract Documents

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
8.1	1	As-Built Documents	Gary Baird **(R.C. Construction Services, Inc.)**	05/ 15/ 2018	Medium	Open
	Official Documented Meeting Minutes: 1. Review of As Builts. **ON GOING**					
	Previous Meeting Minutes: **04/30/2018:** 1. Review of As Builts. **ON GOING**					
8.2	1	Inspection Documentation	Bill Dugan **(Inland Inspections & Consulting)**	05/ 15/ 2018	Medium	Open
	Previous Meeting Minutes: **04/30/2018:** *(None)*					

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.)**	05/ 15/ 2018	High	Open
	Description: Update of monthly payment application status.					
	Official Documented Meeting Minutes: 1. Monthly payment app #06 reviewed and signed. **INFORMATION ONLY** 2. Notice from Trinity IRON $40,500 **INFORMATION ONLY** 3.Overtime for Inspections from weekend $3500-$5000 3 Saturday inspections. Befit to owner to have a shared cost with RCCS. Owners portion will come out of the Contingency **INFORMATION ONLY**					
	Previous Meeting Minutes: **04/30/2018:** 1. Line item reductions **INFORMATION ONLY** a. HVAC Labor 9% to 4% b. Line 38 and 39 to 95%					

New Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
10.1	1	General Discussion/Action Items	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open

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Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.

MAGNOLIA PUBLIC SCHOOLS

Meeting #20

Official Documented Meeting Minutes:

1. **R.C Construction Services**
   a. Playground Equipment. **INFORMATION ONLY**
2. **Inspector of Record**
   a. No comment at this time. **INFORMATION ONLY**
3. **Berliner**
   a. Window coordination with General Contractor Subcontractor. **INFORMATION ONLY**
4. **Gafcon**
   a. We need inspector for the playground equipment. **INFORMATION ONLY**
5. **MPS**
   a. No comments at this time. **INFORMATION ONLY**

Previous Meeting Minutes:

04/30/2018:

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. No comments at this time. **INFORMATION ONLY**
5. **MPS**
   a. No comments at this time. **INFORMATION ONLY**

Upcoming Events

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
11.1	1	School Related Activities	Erdinc Acar **(Magnolia Public Schools)**	05/ 15/ 2018	Low	Open

Official Documented Meeting Minutes:
1. None noted. **INFORMATION ONLY**

Previous Meeting Minutes:

04/30/2018:
1. None noted. **INFORMATION ONLY**

11.2	1	Next Progress Meeting	David Rudge **(Gafcon)**	05/ 15/ 2018	Low	Open

Official Documented Meeting Minutes:
1. The next meeting will held on May 15th, 2018 starting at 9:00 am at the job site trailer. **INFORMATION ONLY**

Previous Meeting Minutes:

04/30/2018:
1. The next meeting will held on May 7th, 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.

MAGNOLIA PUBLIC SCHOOLS

EXHIBIT - 6.6.2

Meeting #21

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: 05/15/2018 **MEETING TIME:** 9:30 AM - 10:30 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	
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	
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	
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	Present

Meeting Minutes

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
1.1	1	Approval of Meeting Minutes	David Rudge **(Gafcon)**	05/ 15/ 2018	Low	Open
	Official Documented Meeting Minutes: 1. Meeting minutes from 05-08-18 **APPROVED**					
	Previous Meeting Minutes: **05/08/2018:** 1. Meeting minutes from 04-30-18 **APPROVED**					

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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MAGNOLIA PUBLIC SCHOOLS

Meeting #21

Safety/Security

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
2.1	1	General Safety Issues	Gary Baird **(R.C. Construction Services, Inc.)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. None noted. **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/08/2018:** 1. None noted. **INFORMATION ONLY**					
2.2	1	Sub-Contractor Safety	Gary Baird **(R.C. Construction Services, Inc.)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. Sub contractor safety talks. **ON GOING**					
	Previous Meeting Minutes: **05/08/2018:** 1. Sub contractor safety talks. **ON GOING**					

Campus/Community Concerns

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
3.1	1	Review of Issues	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. None noted. **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/08/2018:** 1. None noted. **INFORMATION ONLY**					

Previous Meeting Open Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
4.1	1	Open Issue	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. ASI #03 related to the Servery and OCHD approved by Orange County Health Department **CLOSED** 2. CCDs related to RFI 097 and 098 **CLOSED** 3. Playground submittal response has been distributed to RCCS. **CLOSED** 4. Playground Inspector **OPEN**					
	Previous Meeting Minutes: **05/08/2018:** 1. ASI #03 related to the Servery and OCHD 2. CCDs related to RFI 097 and 098					

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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MAGNOLIA PUBLIC SCHOOLS

Meeting #21

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.)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. Motorized Basketball Backboard review of final amount. **INFORMATION ONLY** 2. RFI 117 Playground storm drain **BIC: Berliner OPEN**					
	Previous Meeting Minutes: **05/08/2018:** 1. Motorized Basketball Backboard review of final amount. **INFORMATION ONLY**					
5.2	1	Review of Previous Week Works	Gary Baird **(R.C. Construction Services, Inc.)**	05/ 15/ 2018	Low	Open
	Attachments: RCC 3 week 20180515.pdf					
	Official Documented Meeting Minutes: 1. Refer to attached 3 week look ahead. INFORMATION ONLY					
	Previous Meeting Minutes: **05/08/2018:** 1. Refer to attached 3 week look ahead. INFORMATION ONLY					
5.3	1	2 Week Look Ahead Schedule		05/ 15/ 2018	Medium	Open
	Description: Work in progress and upcoming work.					
	Attachments: RCC 3 week 20180515.pdf					
	Official Documented Meeting Minutes: 1. Refer to the attached 3 week look schedule. **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/08/2018:** 1. Refer to the attached schedule. **INFORMATION ONLY**					
5.4	1	Baseline/Monthly Project Schedule Updates	Jon Wollam **(R.C. Construction Services, Inc.)**	05/ 15/ 2018	Medium	Open
	Official Documented Meeting Minutes: 1. Monthly Schedule update will be sent out 05/01/2018 **CLOSED BIC: RCC**					
	Previous Meeting Minutes: **05/08/2018:** 1. Monthly Schedule update will be sent out 05/01/2018 **OPEN BIC: RCC**					

Review of Project Logs

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
6.1	1	Submittals/Shop Drawings	David Rudge **(Gafcon)**	05/ 15/ 2018	Medium	Open

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MAGNOLIA PUBLIC SCHOOLS

Meeting #21

	Attachments: MSA-GYM Submittal Log Report Full 2018-04-30.pdf					
	Official Documented Meeting Minutes: 1. Submittal Log Status a. Submittals to date 110 b. Submittals approved to date 76 c. Submittals in review 0 d. Submittals revise and resubmit 1 e. Submittals closed 29 2. Critical Submittal's **a.** Aluminum transaction window **BIC: RCC OPEN- Pending RFI Response from A/E** **b.** Playground R1 has been submitted **BIC: Berliner OPEN** 3. Refer to attached submittal log dated 05/08/2018 **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/08/2018:** 1. Submittal Log Status a. Submittals to date 110 b. Submittals approved to date 76 c. Submittals in review 0 d. Submittals revise and resubmit 1 e. Submittals closed 29 2. Critical Submittal's **a.** Aluminum transaction window **BIC: RCC OPEN- Pending RFI Response from A/E** **b.** Playground R1 has been submitted **BIC: Berliner OPEN** 3. Refer to attached submittal log dated 05/08/2018 **INFORMATION ONLY**					
6.2	1	RFIs	Richard Berliner **(Berliner Architects)**, David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Attachments: MSA-GYM RFI Log Report 2018-04-30.pdf					
	Official Documented Meeting Minutes: 1. RFI Log Status a. RFI's to date 103 b. RFI's responded back to Contractor to date 103 c. RFI's Drafts (not formally submitted) 0 d. RFI's Open 0 2. Critical RFI's (in order of importance) a. None 3. Refer to attached RFI log dated 05/15/18 **INFORMATION ONLY** 4. More information needed a. None					
	Previous Meeting Minutes: **05/08/2018:** 1. RFI Log Status a. RFI's to date 103 b. RFI's responded back to Contractor to date 103 c. RFI's Drafts (not formally submitted) 0 d. RFI's Open 0 2. Critical RFI's (in order of importance) a. None 3. Refer to attached RFI log dated05/08/18 **INFORMATION ONLY** 4. More information needed a. None					
6.3	1	ASI's/Bullitens/CCD's	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. ASI #3 for Servery OCHD comments. **INFORMATION ONLY (4/17/2018)**					

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MAGNOLIA PUBLIC SCHOOLS

Meeting #21

	Previous Meeting Minutes: **05/08/2018:** 1. ASI #3 for Servery OCHD comments. **INFORMATION ONLY (4/17/2018)**					
6.4	1	Owner Request for Estimates	David Rudge **(Gafcon)**	05/ 15/ 2018	Medium	Open
	Official Documented Meeting Minutes: 1. ASI #3 for Servery OCHD comments. **INFORMATION ONLY (4/17/2018)**					
	Previous Meeting Minutes: **05/08/2018:** 1. ASI #3 for Servery OCHD comments. **INFORMATION ONLY (4/17/2018)**					
6.5	1	Contractor Change Order Request	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: Current PCOs 1. PCO#04 Credit for elimination of exterior window at east wall. Gafcon reviewing cost estimate (-$101,259.00) 2. PCO#05 Credit for deletion of anti graffiti coasting, concrete floor finish, carpet and removing lockers, Gafcon reviewing cost estimate. (-$28,203.00) 3. PCO#06 Furnish and install rubberized gym flooring. Gafcon reviewing cost estimate. (+$109,383.00) 4. PCO#07 Plaster face of column at kitchen servery. Gafcon reviewing cost estimate. Cost (+$4,138.00) 5. PCO#08 Furnish and install sheet metal cap. Gafcon reviewing cost estimate. (+$4,164.00) 6. PCO#09 Provide power to thermostat EF-21. Gafcon reviewing cost estimate. (+$497.00) 7. PCO#10 Furnish and install power to HP-1. Gafcon reviewing cost estimate. (+$357.00) 8. PCO#11 Furnish and install power and switch to raise basketball backboard (+19,210.00) Upcoming PCOs 1. HVAC Skirt 2. Submittal changes to Fire sprinkeler 3. Intrusion hardware 4. ASI#03 5. GYM flooring					
	Previous Meeting Minutes: **05/08/2018:** 1. PCO#04 Credit for elimination of exterior window at east wall. Gafcon reviewing cost estimate (-$101,259.00) 2. PCO#05 Credit for deletion of anti graffiti coasting, concrete floor finish, carpet and removing lockers, Gafcon reviewing cost estimate. (-$28,203.00) 3. PCO#06 Furnish and install rubberized gym flooring. Gafcon reviewing cost estimate. (+$109,383.00) 4. PCO#07 Plaster face of column at kitchen servery. Gafcon reviewing cost estimate. Cost (+$4,138.00) 5. PCO#08 Furnish and install sheet metal cap. Gafcon reviewing cost estimate. (+$4,164.00) 6. PCO#09 Provide power to thermostat EF-21. Gafcon reviewing cost estimate. (+$497.00) 7. PCO#10 Furnish and install power to HP-1. Gafcon reviewing cost estimate. (+$357.00) 8. PCO#11 Furnish and install power and switch to raise basketball backboard (+19,210.00)					
6.6	1	Change Orders	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. COR#1 94 Day Non-Compensatory time extension approved/signed. **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/08/2018:** 1. COR#1 94 Day Non-Compensatory time extension approved/signed. **INFORMATION ONLY**					

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MAGNOLIA PUBLIC SCHOOLS

Meeting #21

Quality Control

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
7.1	1	IOR - QA/QC Issues	Bill Dugan **(Inland Inspections & Consulting)**	05/ 15/ 2018	High	Open
	Official Documented Meeting Minutes: 1. Steel Inspection. **ON GOING**					
	Previous Meeting Minutes: **05/08/2018:** 1. Welding and bolt issue to be resolved. See email form IOR. 2. Steel Inspection. **ON GOING**					

Contract Documents

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
8.1	1	As-Built Documents	Gary Baird **(R.C. Construction Services, Inc.)**	05/ 15/ 2018	Medium	Open
	Official Documented Meeting Minutes: 1. Review of As Builts. **ON GOING**					
	Previous Meeting Minutes: **05/08/2018:** 1. Review of As Builts. **ON GOING**					
8.2	1	Inspection Documentation	Bill Dugan **(Inland Inspections & Consulting)**	05/ 15/ 2018	Medium	Open
	Official Documented Meeting Minutes: 1. None noted **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/08/2018:** *(None)*					

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.)**	05/ 15/ 2018	High	Open
	Description: Update of monthly payment application status.					
	Official Documented Meeting Minutes: 1. Monthly payment app #06 reviewed and signed. **INFORMATION ONLY** 2. Notice from Trinity IRON $40,500 **INFORMATION ONLY** 3. Overtime for Inspections from weekend $3500-$5000 3 Saturday inspections. Befit to owner to have a shared cost with RCCS. Owners portion will come out of the Contingency **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/08/2018:** 1. Monthly payment app #06 reviewed and signed. **INFORMATION ONLY** 2. Notice from Trinity IRON $40,500 **INFORMATION ONLY**					

MAGNOLIA PUBLIC SCHOOLS

Meeting #21

	3.Overtime for Inspections from weekend $3500-$5000 3 Saturday inspections. Befit to owner to have a shared cost with RCCS. Owners portion will come out of the Contingency **INFORMATION ONLY**

New Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
10.1	1	General Discussion/Action Items	David Rudge **(Gafcon)**	05/ 15/ 2018	High	Open

Official Documented Meeting Minutes:

1. **R.C Construction Services**
   a. Playground Equipment. **INFORMATION ONLY**
2. **Inspector of Record**
   a. No comment at this time. **INFORMATION ONLY**
3. **Berliner**
   a. Window coordination with General Contractor Subcontractor. **INFORMATION ONLY**
4. **Gafcon**
   a. We need inspector for the playground equipment. **INFORMATION ONLY**
5. **MPS**
   a. No comments at this time. **INFORMATION ONLY**

Previous Meeting Minutes:

05/08/2018:

1. **R.C Construction Services**
   a. Playground Equipment. **INFORMATION ONLY**
2. **Inspector of Record**
   a. No comment at this time. **INFORMATION ONLY**
3. **Berliner**
   a. Window coordination with General Contractor Subcontractor. **INFORMATION ONLY**
4. **Gafcon**
   a. We need inspector for the playground equipment. **INFORMATION ONLY**
5. **MPS**
   a. No comments at this time. **INFORMATION ONLY**

Upcoming Events

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
11.1	1	School Related Activities	Erdinc Acar **(Magnolia Public Schools)**	05/ 15/ 2018	Low	Open

Official Documented Meeting Minutes:

1. School year ends June 7th. **INFORMATION ONLY**

Previous Meeting Minutes:

05/08/2018:

1. None noted. **INFORMATION ONLY**

11.2	1	Next Progress Meeting	David Rudge **(Gafcon)**	05/ 15/ 2018	Low	Open

Official Documented Meeting Minutes:

1. The next meeting will held on May 29th, 2018 starting at 9:30am 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.

MAGNOLIA PUBLIC SCHOOLS

Meeting #21

	Previous Meeting Minutes: **05/08/2018:** 1. The next meeting will held on May 15th, 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.

MAGNOLIA PUBLIC SCHOOLS

EXHIBIT - 6.6.3

Meeting #22

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: 05/29/2018 **MEETING TIME:** 9:30 AM - 10:30 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	Absent
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	Absent
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	Absent
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)**	06/ 12/ 2018	Low	Open
	Official Documented Meeting Minutes: 1. Meeting minutes from 05-15-18 **APPROVED**					
	Previous Meeting Minutes: **05/15/2018:** 1. Meeting minutes from 05-08-18 **APPROVED**					

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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MAGNOLIA PUBLIC SCHOOLS

Meeting #22

Safety/Security

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
2.1	1	General Safety Issues	Gary Baird **(R.C. Construction Services, Inc.)**	06/ 12/ 2018	High	Open
	Official Documented Meeting Minutes: 1. None noted. **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/15/2018:** 1. None noted. **INFORMATION ONLY**					
2.2	1	Sub-Contractor Safety	Gary Baird **(R.C. Construction Services, Inc.)**	06/ 12/ 2018	High	Open
	Official Documented Meeting Minutes: 1. Sub contractor safety talks. **ON GOING**					
	Previous Meeting Minutes: **05/15/2018:** 1. Sub contractor safety talks. **ON GOING**					

Campus/Community Concerns

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
3.1	1	Review of Issues	David Rudge **(Gafcon)**	06/ 12/ 2018	High	Open
	Official Documented Meeting Minutes: 1. None noted. **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/15/2018:** 1. None noted. **INFORMATION ONLY**					

Previous Meeting Open Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
4.1	1	Open Issue	David Rudge **(Gafcon)**	06/ 12/ 2018	High	Open
	Official Documented Meeting Minutes: 1.Playground Inspector **BIC: MPS-OPEN**					
	Previous Meeting Minutes: **05/15/2018:** 1. ASI #03 related to the Servery and OCHD approved by Orange County Health Department **CLOSED** 2. CCDs related to RFI 097 and 098 **CLOSED** 3. Playground submittal response has been distributed to RCCS. **CLOSED** 4. Playground Inspector **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.

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MAGNOLIA PUBLIC SCHOOLS

Meeting #22

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.)**	06/ 12/ 2018	High	Open
	Official Documented Meeting Minutes: 1. RFI 117 Playground storm drain **BIC: Berliner - CLOSED** 2. ASI#03 Construction a. Ceiling tile b. Coved base tile c. Epoxy paint d. Long lead stainless steel counters 3. Playground surface color **BIC: Berliner - OPEN** 4. Signage color **BIC: Berliner - OPEN**					
	Previous Meeting Minutes: **05/15/2018:** 1. Motorized Basketball Backboard review of final amount. **INFORMATION ONLY** 2. RFI 117 Playground storm drain **BIC: Berliner OPEN**					
5.2	1	Review of Previous Week Works	Gary Baird **(R.C. Construction Services, Inc.)**	06/ 12/ 2018	Low	Open
	Attachments: RCC Completion Job Schedules 20180531.xlsx					
	Official Documented Meeting Minutes: 1. Refer to attached look ahead schedule. INFORMATION ONLY					
	Previous Meeting Minutes: **05/15/2018:** 1. Refer to attached 3 week look ahead. INFORMATION ONLY					
5.3	1	2 Week Look Ahead Schedule		06/ 12/ 2018	Medium	Open
	Description: Work in progress and upcoming work.					
	Attachments: RCC Completion Job Schedules 20180531.xlsx					
	Official Documented Meeting Minutes: 1. Refer to the attached completion look ahead schedule. **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/15/2018:** 1. Refer to the attached 3 week look schedule. **INFORMATION ONLY**					
5.4	1	Baseline/Monthly Project Schedule Updates	Jon Wollam **(R.C. Construction Services, Inc.)**	06/ 12/ 2018	Medium	Open
	Official Documented Meeting Minutes: 1. Monthly Schedule update will be sent out with Pay application 07 **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.

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MAGNOLIA PUBLIC SCHOOLS

Meeting #22

Previous Meeting Minutes:

05/15/2018:

1. Monthly Schedule update will be sent out 05/01/2018 **CLOSED BIC: RCC**

Review of Project Logs

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
6.1	1	Submittals/Shop Drawings	David Rudge **(Gafcon)**	06/ 12/ 2018	Medium	Open

Attachments:

MSA-GYM Submittal Log Report Full 2018-04-30.pdf

Official Documented Meeting Minutes:

1. Submittal Log Status
   a. Submittals to date 110
   b. Submittals approved to date 79
   c. Submittals in review 0
   d. Submittals revise and resubmit
   e. Submittals closed 31
2. Critical Submittal's
   a. Aluminum transaction window **BIC: RCC CLOSED- Pending RFI Response from A/E**
   b. Playground R1 has been submitted **BIC: Berliner CLOSED**
3. Refer to attached submittal log dated 05/29/2018 **INFORMATION ONLY**

Previous Meeting Minutes:

05/15/2018:

1. Submittal Log Status
   a. Submittals to date 110
   b. Submittals approved to date 76
   c. Submittals in review 0
   d. Submittals revise and resubmit 1
   e. Submittals closed 29
2. Critical Submittal's
   a. Aluminum transaction window **BIC: RCC OPEN- Pending RFI Response from A/E**
   b. Playground R1 has been submitted **BIC: Berliner OPEN**
3. Refer to attached submittal log dated 05/08/2018 **INFORMATION ONLY**

6.2	1	RFIs	Richard Berliner **(Berliner Architects)**, David Rudge **(Gafcon)**	06/ 12/ 2018	High	Open

Attachments:

RFI Log Report 20180529.pdf

Official Documented Meeting Minutes:

1. RFI Log Status
   a. RFI's to date 134
   b. RFI's responded back to Contractor to date 132
   c. RFI's Drafts (not formally submitted) 0
   d. RFI's Open 2
2. Critical RFI's (in order of importance)
   a. None
3. Refer to attached RFI log dated 05/29/18 **INFORMATION ONLY**
4. More information needed
   a. None

Previous Meeting Minutes:

05/15/2018:

1. RFI Log Status
   a. RFI's to date 103
   b. RFI's responded back to Contractor to date 103

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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MAGNOLIA PUBLIC SCHOOLS

Meeting #22

c. RFI's Drafts (not formally submitted) 0
d. RFI's Open 0
2. Critical RFI's (in order of importance)
a. None
3. Refer to attached RFI log dated 05/15/18 **INFORMATION ONLY**
4. More information needed
a. None

6.3	1	ASI's/Bullitens/CCD's	David Rudge **(Gafcon)**	06/ 12/ 2018	High	Open

Official Documented Meeting Minutes:
1. ASI#03 regarding the Servery has been approved by the Orange County Health Department Plan check division. **INFORMATION ONLY**
2. RCC Questions regarding ASI#03
a. Densglass on plans. Should this be drywall? **BIC Berliner - OPEN**
b. Roll up door removed? **BIC Berliner - CLOSED**
Berliner: Confirmed during meeting that it has been removed
c. Air curtain removed? **BIC Berliner - CLOSED**
Berliner: Confirmed during meeting that it has been removed
d. Grease interceptor removed? **BIC Berliner - CLOSED**
Berliner: Confirmed during meeting that it has bee removed

Previous Meeting Minutes:

05/15/2018:
1. ASI #3 for Servery OCHD comments. **INFORMATION ONLY (4/17/2018)**

6.4	1	Owner Request for Estimates	David Rudge **(Gafcon)**	06/ 12/ 2018	Medium	Open

Official Documented Meeting Minutes:
1. ASI #3 for Servery **BIC: RCC - OPEN**

Previous Meeting Minutes:

05/15/2018:
1. ASI #3 for Servery OCHD comments. **INFORMATION ONLY (4/17/2018)**

6.5	1	Contractor Change Order Request	David Rudge **(Gafcon)**	06/ 12/ 2018	High	Open

Official Documented Meeting Minutes:
Upcoming PCOs

1. HVAC Skirt
2. Submittal changes to Fire sprinkler
3. Intrusion hardware
4. ASI#03
5. GYM flooring

Previous Meeting Minutes:

05/15/2018:
Current PCOs

1. PCO#04 Credit for elimination of exterior window at east wall. Gafcon reviewing cost estimate (-$101,259.00)
2. PCO#05 Credit for deletion of anti graffiti coasting, concrete floor finish, carpet and removing lockers, Gafcon reviewing cost estimate. (-$28,203.00)
3. PCO#06 Furnish and install rubberized gym flooring. Gafcon reviewing cost estimate. (+$109,383.00)
4. PCO#07 Plaster face of column at kitchen servery. Gafcon reviewing cost estimate. Cost (+$4,138.00)
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7. PCO#10 Furnish and install power to HP-1. Gafcon reviewing cost estimate. (+$357.00)
8. PCO#11 Furnish and install power and switch to raise basketball backboard (+19,210.00)

Upcoming PCOs

1. HVAC Skirt

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MAGNOLIA PUBLIC SCHOOLS

Meeting #22

	2. Submittal changes to Fire sprinkeler 3. Intrusion hardware 4. ASI#03 5. GYM flooring					
6.6	1	Change Orders	David Rudge **(Gafcon)**	06/ 12/ 2018	High	Open
	Official Documented Meeting Minutes: All CORS to date have been approved by the Owner. **INFORMATION ONLY** 1. COR#01 94 Day Non-Compensatory time extension approved/signed. **INFORMATION ONLY** 2. COR#04 Credit for elimination of exterior window at east wall. Gafcon reviewing cost estimate (-$101,259.00) 3. COR#05 Credit for deletion of anti graffiti coasting, concrete floor finish, carpet and removing lockers, Gafcon reviewing cost estimate. (-$28,203.00) 4. COR#06 Furnish and install rubberized gym flooring. Gafcon reviewing cost estimate. (+$109,383.00) 5. COR#07 Plaster face of column at kitchen servery. Gafcon reviewing cost estimate. Cost (+$4,138.00) 6. COR#08 Furnish and install sheet metal cap. Gafcon reviewing cost estimate. (+$4,164.00) 7. COR#09 Provide power to thermostat EF-21. Gafcon reviewing cost estimate. (+$497.00) 8. COR#10 Furnish and install power to HP-1. Gafcon reviewing cost estimate. (+$357.00) 9. COR#11 Furnish and install power and switch to raise basketball backboard (+19,210.00)					
	Previous Meeting Minutes: **05/15/2018:** 1. COR#1 94 Day Non-Compensatory time extension approved/signed. **INFORMATION ONLY**					

Quality Control

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
7.1	1	IOR - QA/QC Issues	Bill Dugan **(Inland Inspections & Consulting)**	06/ 12/ 2018	High	Open
	Official Documented Meeting Minutes: 1. Prisms passed test. **INFORMATION ONLY** 2. CCD 09 DSA has not approved. **INFORMATION ONLY** 3. CCD10 DSA Approved. **INFORMATION ONLY** 4. Deviation has been approved. **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/15/2018:** 1. Steel Inspection. **ON GOING**					

Contract Documents

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
8.1	1	As-Built Documents	Gary Baird **(R.C. Construction Services, Inc.)**	06/ 12/ 2018	Medium	Open
	Official Documented Meeting Minutes: 1. Review of As Builts. **ON GOING**					
	Previous Meeting Minutes: **05/15/2018:** 1. Review of As Builts. **ON GOING**					

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.

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8.2	1	Inspection Documentation	Bill Dugan **(Inland Inspections & Consulting)**	06/ 12/ 2018	Medium	Open
	Official Documented Meeting Minutes: 1. None noted **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/15/2018:** 1. None noted **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.)**	06/ 12/ 2018	High	Open
	Description: Update of monthly payment application status.					
	Official Documented Meeting Minutes: 1. Pay Application 07 should be in by the end of the week June 1st **BIC: RCC- OPEN** 2. Notice from Trinity IRON $40,500 **INFORMATION ONLY** 3. Overtime for Inspections from weekend $3500-$5000 3 Saturday inspections. Benefit to owner to have a shared cost with RCCS. Owners portion will come out of the Contingency **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/15/2018:** 1. Monthly payment app #06 reviewed and signed. **INFORMATION ONLY** 2. Notice from Trinity IRON $40,500 **INFORMATION ONLY** 3. Overtime for Inspections from weekend $3500-$5000 3 Saturday inspections. Befit to owner to have a shared cost with RCCS. Owners portion will come out of the Contingency **INFORMATION ONLY**					

New Issues

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
10.1	1	General Discussion/Action Items	David Rudge **(Gafcon)**	06/ 12/ 2018	High	Open

Official Documented Meeting Minutes:

1. **R.C Construction Services**
   a. Value add items
      1. Tile option for drinking fountain (ROM $1,500)
      2. Metal door to exchange for wood (ROM $5,000)
      3. Concrete curb at tire shop property line (ROM $12,000)
   b. Jon Wollam needs meeting to be moved up earlier

2. **Inspector of Record**
   a. No comment at this time. **INFORMATION ONLY**

3. **Berliner**
   a. No comment at this time. **INFORMATION ONLY**

4. **Gafcon**
   a. We need inspector for the playground equipment. **INFORMATION ONLY**
   b. Weekly meetings to be every other week. **INFORMATION ONLY**

5. **MPS**
   a. No comments 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.

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MAGNOLIA PUBLIC SCHOOLS

Meeting #22

	Previous Meeting Minutes: **05/15/2018:** **1. R.C Construction Services** a. Playground Equipment. **INFORMATION ONLY** **2. Inspector of Record** a. No comment at this time. **INFORMATION ONLY** **3. Berliner** a. Window coordination with General Contractor Subcontractor. **INFORMATION ONLY** **4. Gafcon** a. We need inspector for the playground equipment. **INFORMATION ONLY** **5. MPS** a. No comments at this time. **INFORMATION ONLY**

Upcoming Events

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
11.1	1	School Related Activities	Erdinc Acar **(Magnolia Public Schools)**	06/ 12/ 2018	Low	Open
	Official Documented Meeting Minutes: 1. School year ends June 7th. **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/15/2018:** 1. School year ends June 7th. **INFORMATION ONLY**					
11.2	1	Next Progress Meeting	David Rudge **(Gafcon)**	06/ 12/ 2018	Low	Open
	Official Documented Meeting Minutes: 1. The next meeting will held on June 12th, 2018 starting at 8:00am at the job site trailer. **INFORMATION ONLY**					
	Previous Meeting Minutes: **05/15/2018:** 1. The next meeting will held on May 29th, 2018 starting at 9:30am at the job site trailer. **INFORMATION ONLY**					