



## Magnolia Public Schools

### Regular MPS Board Meeting

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#### **Date and Time**

Thursday July 12, 2018 at 5:30 PM PDT

#### **Location**

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

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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)
- 100 Colter Bay Village Campground Road, C-51 Moran, WY 83013 (Dr. Saken Sherkanov)

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 Sherkanov, Chair  
Mr. Haim Beliak, Vice-Chair  
Dr. Umit Yapanel  
Mr. Serdar Orazov  
Dr. Salih Dikbas  
Ms. Diane Gonzalez  
Ms. Charlotte Brimmer  
Ms. Sandra Covarrubias  
Mr. Shohrat Geldiyev

#### **CEO & Superintendent:**

Mr. Alfredo Rubalcava

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#### **Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
A.	Call the Meeting to Order		
B.	Record Attendance and Guests		
C.	Public Comments		1 m
D.	Approval of Agenda	Vote	1 m
E.	Approval of Minutes of Regular Board Meeting from June 14, 2018	Approve Minutes	1 m
	Approve minutes for Annual/Regular MPS Board Meeting on June 14, 2018		
F.	Approval of Minutes of Special Board Meeting from June 14, 2018	Approve Minutes	1 m
	Approve minutes for Special Board Meeting on June 14, 2018		
G.	Approval of Minutes of Special Ad Hoc Committee Meeting from June 2, 2018	Approve Minutes	1 m
	Approve minutes for Special Ad-Hoc Committee Meeting on June 2, 2018		
H.	Approval of Minutes of Regular Ad Hoc Committee Meeting from June 8, 2018	Approve Minutes	1 m
	Approve minutes for Regular Ad Hoc Committee Meeting on June 8, 2018		
<b>II. Consent Items</b>			<b>5:36 PM</b>
A.	Approval of 2018-19 Employee Handbook	Vote	Suat Acar 1 m
B.	Approval of Online Curriculum and eLearning Programs Vendors	Vote	Erdinc Acar 1 m
<b>III. Action Items</b>			<b>5:38 PM</b>
A.	Approval of Change Order to Gafcon Construction Management Services Contract	Vote	Facility Committee 10 m
B.	Approval of Creation of Ad Hoc Committee for the MSA Santa Ana Construction Project	Vote	Facility Committee 10 m
C.	Approval of Engagement of the Law Firm of Liebert Cassidy Whitmore ("LCW")	Vote	Patrick Ontiveros 5 m
<b>IV. Discussion Items</b>			<b>6:03 PM</b>
A.	Magnolia Public Schools LAUSD 2017-18 Oversight Reports and MPS Actions, Plans, Steps and Timelines	Discuss	Ismael Soto 10 m
B.	Financial Update- May 2018	Discuss	N. Montijo 10 m
C.	Facility Updates	Discuss	Facility Committee 15 m
<b>V. Closing Items</b>			<b>6:38 PM</b>
A.	Adjourn Meeting	Vote	



# Cover Sheet

## Approval of Minutes of Regular Board Meeting from June 14, 2018

**Section:** I. Opening Items  
**Item:** E. Approval of Minutes of Regular Board Meeting from June 14, 2018  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Annual/Regular MPS Board Meeting on June 14, 2018

APPROVED



## Magnolia Public Schools

# Minutes

## Annual/Regular MPS Board Meeting

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### Date and Time

Thursday June 14, 2018 at 5:00 PM

### Location

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

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Board Members who participated remotely joined from the following locations:

- 1363 Ridgecrest Rd Pinole, CA 94564 (Dr. Serdar Orazov)

### Board Members:

Dr. Saken Sherkhonov, 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

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### Directors Present

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

### Directors Absent

S. Dikbas

### Directors Arrived Late

S. Orazov, U. Yapanel

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## Directors Left Early

S. Orazov, U. Yapanel

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### 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 Jun 14, 2018 @ 5:41 PM at MPS Home Office: 250 E. 1st St. Suite 1500 Los Angeles, CA 90012.

#### B. Record Attendance and Guests

S. Orazov arrived at 5:45 pm, U. Yapanel arrived at 5:54 pm.

#### C. Pledge of Allegiance

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

#### D. Public Comments

There were no public comments.

#### E. Approval of Agenda

S. Sherkhanov made a motion to approve the agenda as presented.

D. Gonzalez seconded the motion.

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

##### Roll Call

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

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

D. Gonzalez made a motion to approve minutes from the Special Ad Hoc Committee Meeting on 05-24-18.

S. Covarrubias seconded the motion.

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

##### Roll Call

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

#### G. Approval of Minutes of Regular Board Meeting from May 24, 2018

D. Gonzalez made a motion to approve minutes from the Special Board Meeting on 05-24-18.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**H. Approval of Minutes of Special Board Meeting from May 24, 2018**

D. Gonzalez made a motion to approve minutes from the Special Board Meeting on 05-24-18.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**II. Consent Items**

**A. Approval of MPS Student Attendance Policy**

H. Beliak made a motion to approve the Student Attendance Policy under Consent with the requested amendments.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**B. Approval of 2018-19 Student/Parent Handbook**

H. Beliak made a motion to approve the 2018-19 Student/Parent Handbook under Consent with the amendments requested.

S. Covarrubias seconded the motion.

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

**Roll Call**

S. Dikbas Absent  
S. Covarrubias Aye  
S. Sherkhanov Aye  
C. Brimmer Aye

H. Beliak Aye  
D. Gonzalez Aye  
S. Orazov Aye  
U. Yapanel Aye

**C. Approval of Certification of Signatures Form for Charter School Funds Distribution Authorization**

H. Beliak made a motion to approve the Certification of Signatures Form for Charter School Funds Distribution Authorization, signatures will be effective July 1, 2018 through June 30, 2019.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**D. Approval of 2018-19 Financial Policies and Procedures Manual**

H. Beliak made a motion to approve the Fiscal Policies Manual for Magnolia Public Schools under Consent.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**E. 2018-19 Certification of Assurances, Protected Prayer Certification, Application for Funding**

H. Beliak made a motion to approve the 2018-19 Certification of Assurances, 2018-19 Protected Prayer Certification, 2018-19 Application for Funding and General Assurances under Consent.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**F. Approval of Local Control and Accountability Plans (LCAP) for all MPS**

H. Beliak made a motion to approve the LCAPs for MPS.  
S. Covarrubias seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

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

**III. Closed Session**

**A. Public Announcement of Closed Session**

S. Sherkhanov, MPS Board Chair, announced that the board would be going into Closed Session to discuss one matter of anticipated litigation and the public employment of the CEO and Superintendent and stated that the Board would reconvene Open Session once Closed Session is complete.

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

The Board discussed this item in Closed Session.

**C. Public Employment: CEO & Superintendent**

The Board discussed this in Closed Session.

**D. Report Out From Closed Session**

No actions were taken during Closed Session.

**IV. Action Items**

**A. Appt. CEO and Supt. or Designated Interim CEO and Supt. and Authorize Board Chair to Negotiate Agrmt**

S. Sherkhanov, MPS Board Chair, stated that as to the next item regarding approval of the Chief Executive Officer/Superintendent employment agreement, I am required by law to indicate, prior to any vote on the employment contract that the Chief Executive Officer/Superintendent contract which is for a one (1) year term July 1, 2018 to June 30, 2019, provides a base annual salary of \$210,000. The contract also provides for the same health benefits and other paid time off as all other full-time certificated employees. I would also note that the annual salary is wholly in keeping with the compensation comparability study the Board has received. He also explained the selection process where the Ad Hoc Committee met twice to review resumes and conduct interviews of potential candidates. S. Sherkhanov, asked, A. Rubalcava, the potential candidate to give a few words to the community. He stated he was looking forward to the opportunity and he thanked C. Young, current MPS CEO and Superintendent for her work, dedication and mentorship. S. Sherkhanov, went back to explain that the organization was moving toward stronger academics and the recommended candidate had a strong academic background. C. Brimmer, MPS Board Member, asked further questions to the committee on how the candidates were screened and what questions were asked during the interviews.

S. Sherkhanov made a motion to appoint Alfredo Rubalcava as the CEO & Superintendent of Magnolia Public Schools for the term of July 1, 2018- June 30, 2019 and give the contract that the Board has approved.

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

**Roll Call**

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

**B. Approval of New MPS Board Member Nomination**

U. Yapanel, MPS Nominating Committee Member, informed the Board that there was a need to fill the vacant board seat with a member of Orange County due to the Orange County MPS representative resigning from the Board. He stated that there were three nominees, one former parent, one current parent and one past employee, all whom participated in the nominating committee meeting to answer questions regarding their interest in the Board. C. Brimmer, MPS Board Member, asked about the process of candidate screening which the committee responded to. After further discussion, the committee decided that the best candidate was S. Geldiyev. The committee recommended to offer him to complete the remaining term first before a full term so the Board can see the fit and commitment, the term would end March 11, 2020.

H. Beliak made a motion to approve the recommendation of the Nominating Committee to appoint S. Geldiyev as an MPS Board Member with a term ending on March 11, 2020.

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

**Roll Call**

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

**C. Election of 2018-19 MPS Board Officers & Committee Chairs & Approval of 2018-19 Committee Calendars**

S. Sherkhanov, MPS Board Chair, presented to the Board his proposed changes to the MPS Board committees. The main change was merging the current Personnel Committee and Community and Parent Engagement Committee into one committee called Stakeholder Engagement Committee. The Board agreed on this change. The Board discussed in depth what board members would be on each committee and which committees require alternate board members. There were changes made on the proposed list of committee members. After a lengthy discussion and presentation from B. Holman at Musick Peeler & Garrett LLP, The Board decided to not appoint corporate officers at this meeting which included the MPS Board Secretary and MPS Treasure/Chief Financial Officer, these appointments will be presented at another Board meeting. B. Holman, advised that these officers be staff of the organization and not members of the Board. The Board would like to discuss this further.

S. Orazov made a motion to 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. S. Sherkhonov was reappointed as MPS Board Chair, H. Beliak was appointed as MPS Vice Chair for 2018-19.

D. Gonzalez seconded the motion.

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

**Roll Call**

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

**D. Approval of Resolutions for Magnolia Science Academy- 6, 7 and Santa Ana Charter Renewal Petitions**

I. Soto, Interim Chief External Officer, explained the resolutions for the renewing charters MSA 6, MSA7, and MSA Santa Ana. He stated that the new CEO & Superintendent would be the lead petitioner and N. Montijo would be the Onsite Financial Manager. I. Soto went over submission dates and submission requirements. All questions were addressed.

S. Sherkhonov made a motion to 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.

S. Orazov seconded the motion.

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

**Roll Call**

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

**E. Award of five (5) Contracts for the MSA-1 Construction & Tenant Improvement Project**

P. Ontiveros, MPS Director of Facilities and General Counsel, gave a quick overview on the contracts being approved for the MSA-1 construction project, he explained why the contracts were needed, what the amounts were, he went over the procurement process and explained why these particular vendors were chosen. T. Buresh, Construction Manager from PrimeSource, attended the meeting and helped address specific questions on the project. He explained in depth the issues of the current structure and how an earthquake can affect it with out the requested repairs. This item was revised after the MPS budget was discussed and approved.

H. Beliak made a motion to 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.

C. Brimmer seconded the motion.

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

**Roll Call**

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

**F. Approval of 2018-19 Magnolia Public Schools Budget Including Master List of Contracts over \$25,000**

This item was discussed by the Finance Committee before it went to the full board. N. Montijo, Chief Financial Officer, went over the changes she made to the budget based on the requests from the Finance Committee members. She explained the changes made to MSA 5 based on the requests from the authorizer of that school. S. Sherkhanov, MPS Chair, briefly went over each school's budget. S. Orazov, MPS Board Members and Finance Committee Member, gave supporting information to the Board on school that required extra details. All questions were addressed.

S. Orazov made a motion to 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 with the amendment for MSA-5 which will have an additional saving in expenses of \$25,000.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**V. Discussion Items**

**A. Financial Update- April 2018**

K. Dietz, EdTec Representative, presented a quick update on the April 2018 financials, all questions were addressed.

**B. Facility Updates**

P. Ontiveros, MPS facilities Director, gave a brief update on the ongoing facility projects of the various MSA schools, all questions were addressed.

**VI. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:20 PM.

Respectfully Submitted,  
S. Sherkhanov

# Cover Sheet

## Approval of Minutes of Special Board Meeting from June 14, 2018

**Section:** I. Opening Items  
**Item:** F. Approval of Minutes of Special Board Meeting from June 14, 2018  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Board Meeting on June 14, 2018

APPROVED



## Magnolia Public Schools

# Minutes

## Special Board Meeting

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### **Date and Time**

Thursday June 14, 2018 at 5:30 PM

### **Location**

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

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Board Members who joined remotely participated from the following locations

- 1363 Ridgecrest Rd Pinole, CA 94564 (Dr. Serdar Orazov)

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

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### **Directors Present**

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

### **Directors Absent**

S. Dikbas

### **Directors Arrived Late**

S. Orazov

### **Guests Present**

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B. Torres

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## 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 Jun 14, 2018 @ 5:41 PM at MPS Home Office: 250 E. 1st St. Suite 1500 Los Angeles, CA 90012.

### B. Record Attendance and Guests

### C. Public Comments

There were no public comments.

### D. Approval of Agenda

S. Sherkhanov made a motion to approve the agenda as presented.

D. Gonzalez seconded the motion.

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

#### Roll Call

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

## II. Action Items

### A. Review/Approval of Comparable Compensation Data for Charter School CEO & Superintendent

S. Orazov arrived late.

S. Sherkhanov, MPS Board Chair, explained to the Board the reasoning behind the comparison analyses. He stated that it was advised by the legal team that the comparison had to be done, presented and approved by the Board before any other actions were taken. S. Sherkhanov addressed the questions Board members had. C. Brimmer was not present for the discussion of this item.

S. Sherkhanov made a motion to approve the comparable compensation data for charter school CEO and superintendent as presented.

U. Yapanel seconded the motion.

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

#### Roll Call

U. Yapanel	Aye
S. Orazov	Aye
S. Covarrubias	Aye
S. Sherkhanov	Aye
H. Beliak	Aye
C. Brimmer	Absent
S. Dikbas	Absent
D. Gonzalez	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 8:01 PM.

Respectfully Submitted,  
S. Sherkhanov

# Cover Sheet

## Approval of Minutes of Special Ad Hoc Committee Meeting from June 2, 2018

**Section:** I. Opening Items  
**Item:** G. Approval of Minutes of Special Ad Hoc Committee Meeting  
from June 2, 2018  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Ad-Hoc Committee Meeting on June 2, 2018



## Magnolia Public Schools

# Minutes

## Special Ad-Hoc Committee Meeting

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### **Date and Time**

Saturday June 2, 2018 at 9:30 AM

### **Location**

Teleconference; Dial:1.844.572.5683 Code: 1948435

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Board members who participated remotely joined from the following locations:

- 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)
- 11935 Dorothy Street, Los Angeles, CA 90049 (Dr. Saken Sherkhanov)
- 7401 Madora Ave. Winnetka, CA 91306 (Ms. Sandra Covarrubias)
- 5113 Babette Ave. Los Angeles, CA 90066 (Ms. Diane Gonzalez)

MPS Ad-Hoc Committee Members:

Dr. Saken Sherkhanov  
Dr. Umit Yapanel  
Ms. Sandra Covarrubias  
Ms. Diane Gonzalez

CEO & Superintendent:

Dr. Caprice Young

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### **Committee Members Present**

### **Committee Members Absent**

*None*

### **Guests Present**

D. Gonzalez (remote), S. Covarrubias (remote), S. Sherkhanov (remote), U. Yapanel (remote)

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## **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 Saturday Jun 2, 2018 @ 9:34 AM at Teleconference; Dial:1.844.572.5683 Code: 1948435.

**B. Record Attendance and Guests**

U. Yapanel joined during Closed Session.

**C. Public Comments**

During Public Comments S. Sherkhanov, MPS Ad Hoc Committee Member and MPS Board Chair, stated that he sent a set of questions to the rest of the committee members and wanted to make sure the committee agreed on the questions. Per D. Gonzalez, MPS Ad Hoc Committee Members, S. Sherkhaov would be leading the questions, the committee agreed. No other public comments were made.

**D. Approval of Agenda**

S. Sherkhanov made a motion to approve the agenda as presented.

D. Gonzalez seconded the motion.

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

**Roll Call**

U. Yapanel Absent

S. Covarrubias Aye

S. Sherkhanov Aye

D. Gonzalez Aye

**II. Closed Session**

**A. Public Announcement of Closed Session**

S. Sherkhanov, Committee Member, announced that the committee would be going into Closed Session to discuss the CEO and Superintendent Public Employment.

**B. Public Employment: CEO & Superintendent**

The committee conducted interviews with candidates for the CEO and Superintendent employment.

**C. Report Out From Closed Session**

S. Sherkhanov, MPS Ad Hoc Committee Member and MPS Board Chair reported out that the committee had chosen two candidates for a second round of interviews. The Ad Hoc committee agreed that they will be sending the interview questions to S. Sherkhanov. All committee members agreed on this motion.

**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 11:58 AM.

Respectfully Submitted,  
S. Sherkhanov

# Cover Sheet

## Approval of Minutes of Regular Ad Hoc Committee Meeting from June 8, 2018

<b>Section:</b>	I. Opening Items
<b>Item:</b> from June 8, 2018	H. Approval of Minutes of Regular Ad Hoc Committee Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Ad Hoc Committee Meeting on June 8, 2018



## Magnolia Public Schools

# Minutes

## Regular Ad Hoc Committee Meeting

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### **Date and Time**

Friday June 8, 2018 at 2:50 PM

### **Location**

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

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Committee Members who joined remotely participated from the following locations:

- 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)

MPS Ad-Hoc Committee Members:

Dr. Saken Sherkhonov  
Dr. Umit Yapanel  
Ms. Sandra Covarrubias  
Ms. Diane Gonzalez

CEO & Superintendent:

Dr. Caprice Young

---

### **Committee Members Present**

### **Committee Members Absent**

*None*

### **Guests Present**

B. Torres, D. Gonzalez, S. Covarrubias, S. Sherkhonov, U. Yapanel (remote)

---

## **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 Friday Jun 8, 2018 @ 2:55 PM at MPS Home Office: 250 E. 1st St. Suite 1500 Los Angeles, CA 90012.

**B. Record Attendance and Guests**

All committee members participated in the entire meeting.

**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**

S. Sherkhanov made a motion to approve the agenda as presented.

S. Covarrubias seconded the motion.

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

**Roll Call**

U. Yapanel Aye

S. Covarrubias Aye

S. Sherkhanov Aye

D. Gonzalez Aye

**II. Closed Session**

**A. Public Announcement of Closed Session**

S. Sherkhanov, MPS Ad Hoc Committee Member and MPS Board Chair announced that the committee members would be going into Closed Session to discuss the Public Employment: CEO & Superintendent item.

**B. Public Employment: CEO & Superintendent**

The committee discussed this item in Closed Session.

**C. Report Out From Closed Session**

S. Sherkhanov, MPS Ad Hoc Committee Members and MPS Board Chair announced that the committee would be giving their recommendation of the CEO & Superintendent Public Employment position to the full board at the next MPS Board Meeting.

**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 5:15 PM.

Respectfully Submitted,

S. Sherkhanov

# Cover Sheet

## Approval of 2018-19 Employee Handbook

**Section:** II. Consent Items  
**Item:** A. Approval of 2018-19 Employee Handbook  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** II A 2018-19 Employee Handbook.pdf



Board Agenda Item #	Agenda #II A- Consent Agenda
Date:	July, 12, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, Ed.D., CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	2018-19 Employee Handbook

### Proposed Board Motion

I move that the board approve the 2018-2019 MPS Employee Handbook.

### Introduction

- July 1<sup>st</sup> began the 2018-2019 school year. We are presenting the employee handbook for board review and approval
- The changes in the handbook will be implemented organization-wide

### Background

Annual update of Employee Handbook to include the following changes:

- 1) Payout of sick time increased from \$125/day to \$150/day
- 2) Updated holidays, vacation, and school breaks
- 3) Clarified vacation accrual language
- 4) Clarified that only CEO has authority to enter into employment agreements.

Magnolia Public Schools

# Employee Handbook

2018-2019

Magnolia Public Schools  
250 East 1<sup>st</sup> Street  
STE. 1500  
Los Angeles, CA 90012  
213-628-3666

[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

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**ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK**

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the CEO, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date and upload to Paycom.**



## 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

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

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## INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult **MPS Home Office ("MERF") Human Resources**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please e-sign the employee acknowledgement form, **in the Paycom Employee Self Service Portal**. This signed acknowledgement demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

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## CONDITIONS OF EMPLOYMENT

### Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

### At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or

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other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

**Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School

counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services.

MPS will provide annual training on the mandated reporting requirements, via Charter Safe, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

**Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Principal.

**Tuberculosis Testing**

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All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days prior to the date of hire. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The employee will not be required to submit to a TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire, or a California school previously employing the employee verifies it has a current certificate on file showing that the employee is free from infectious tuberculosis. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this

testing may be announced by the School. Failure to maintain current TB test results may result in disciplinary action, up to and including release from at-will employment.

**Immigration Compliance**

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

If you have any questions or need more information on immigration compliance issues, please contact the Principal.

**Professional Boundaries: Staff/Student Interaction Policy**

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about

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the safest and most learning-conducive environment possible.

#### Corporal Punishment:

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

#### Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of

acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

#### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

#### Examples of Specific Behaviors

The following examples are not an exhaustive list:

#### Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student

in an attempt to gain their support and understanding;

- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

#### Cautionary Staff/Student Behaviors:

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

#### Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;

- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

### Relationships between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

### Certification and Licensure of Instructional Staff

All teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to provide, maintain and keep current such certificates, permits or other documentation to **his or her direct supervisor** no later than the close of business prior to the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee

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should immediately report the same to **his or her direct supervisor**. Staff who are required to meet these state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/ certification required of the position may result in disciplinary action, up to and including release from at-will employment.

### **Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation**

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity, gender expression, and gender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

MPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third

party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the MERF Human Resources or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

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#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

MPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee. All new employees are assigned sexual harassment training prior to the start of the school year. All current employees receive sexual harassment

training every two (2) years.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal and/or MERF Human Resources. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "[Internal Complaint Form](#)."

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 employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or

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reward or disparate 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 at the workplace by employees, 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 to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work 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 employee by sex in an area of the workplace (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. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

### **Whistleblower Policy**

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation

shall suffer harassment, retaliation, or adverse employment action.

**Drug- and Alcohol-Free Workplace**

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other MPS stakeholders.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

**Confidential Information**

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

**Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a

potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

**Smoking**

All School buildings and facilities are non-smoking facilities.

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## GENERAL WORKPLACE POLICIES

### Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to **the Principal (or MERF Human Resources)**.

### Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### Security Protocols

MPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to **the Principal (or MERF Human Resources for MERF employees)**. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work

area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF Human Resources for MERF employees)** when keys are missing or if security access codes or passes have been breached.

### Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.



### **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

### **School Property Inspections**

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

### **Soliciting/Conducting Personal Business While on Duty**

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where

other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

### **Use of School Communication Equipment and Technology**

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School’s communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the I.T. **Coordinator**, all passwords used in connection with the School’s communications equipment and technology any time the employee’s passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School’s communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School’s communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The email system and internet access are, not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access are, not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School’s

communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

**Social Media**

If an employee decides to post information on the Internet (i.e., blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School’s logos, trademarks and/or copyrighted material and are not authorized to speak on the School’s behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee’s supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

**Participation in Recreational or Social Activities**

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no

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obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

**Personnel Files and Record Keeping Protocols**

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Principal (or MERF Human Resources for MERF employees) advised of changes that should be reflected in their personnel file by making the changes in the Paycom Employee Self Service Portal. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Principal (or MERF Human Resources for MERF employees). Only the Principal and MERF Human Resources or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from

an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

**Intellectual Property Rights**

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must be acknowledged.

**Media Contacts**

All media inquiries regarding the School and its operations must be referred to the CEO. Only the CEO is authorized to make or approve public statements pertaining to the School or its operations, although, public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the CEO, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the CEO before publication.

**HOURS OF WORK, OVERTIME AND ATTENDANCE**

**Work Hours and Schedules**

The School's normal working hours are from 7:30 a.m. to 4:00 p.m.\*, Monday through Friday. The work schedule for hourly non-exempt employees may vary. Each employee will be assigned a work schedule by their supervisor. Typical working hours for hourly non-exempt employees may be as follows:\*

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Regular working hours	
<i>School Level: Full-time office staff</i>	7:30 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) -minute breaks)
<i>School Level: All other full-time employees</i>	7:45 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) -minute breaks)
<i>CMO Level: All full-time MERF employees</i>	8:30 a.m. – 5:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) -minute breaks)
Summer working hours between the school year end date and the new school year in-service start date	
<i>School Level: All full-time employees</i>	9:00 a.m. – 2:00 p.m. (Included: two ten (10) -minute breaks)
<i>CMO Level: All full-time MERF employees</i>	9:00 a.m. – 3:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) -minute breaks)

\* Working hours may vary from one School site to another.

Employee work schedules may fluctuate depending on the workload:

- Employees may have to work hours beyond their normal schedules as work demands require.
- Hourly/non-exempt employees may be subject to reduced hours during summer.
- Employees are expected to attend weekly staff meetings and other mandatory training and meetings. Please see section L for additional information on “Mandatory Training and Meetings.”
- Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time

teaching staff is expected to offer at least two after school programs per week.

- As directed by the **Principal**, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
- As directed by the **Principal**, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of normal school day.
- Employees are expected to perform other duties as requested by their **direct supervisor**.

**Overtime**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized in writing by the **Principal (or MERF Human Resources for MERF employees.)** MPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first

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eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

**Make Up Time**

An employee may make a written request to make up work time that is or would be lost as a result of a personal obligation. It is at the sole discretion of the School to approve or reject the request. The hours of that make up work may only be performed in the same workweek in which the work time was lost and must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. The employee is responsible for recording time worked and taking all applicable rest and meal breaks during make up time. Make up time is not encouraged.

**Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor. Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, **the Principal (or MERF Human Resources for MERF employees)** will adhere to the request and provide a copy of the legal documentation to the employee.

**Work Breaks**

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth hour of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

**Lactation Accommodation**

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

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### Pay Days

For **all employees**, payday is scheduled on the fifteenth (15<sup>th</sup>) and the last day of the month. For full-time classified and home office employees, the School pays in twenty-four (24) pay periods. For all full-time credentialed employees, the school pays in twenty-two (22) pay periods. The last pay period of the school year ends on June 30<sup>th</sup>. Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

You should promptly notify **the Principal (or MERF Human Resources for MERF employees)** if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

### Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the **MERF Human Resources** to explain them to you.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. The School's business office maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF Human Resources for MERF employees)** by updating his/her Paycom Employee Self Service Portal. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

### Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40)

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hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

### Pay Rate Schedule

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses a Board approved employee pay raise scale to determine salaries for **full-time employees**. Please refer to the scale for details.

Full-time teaching staff will be compensated for covering absent colleagues at the rate of twenty-five dollars (\$25) per regular course period and fifteen dollars (\$15) per half-course period, e.g., SSR or Advisory, unless indicated differently on the individual's employment agreement.

### Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with **your direct supervisor**. If it is not possible to arrange your absence or tardiness in advance, you must notify **your direct supervisor** no later than one-half (1/2) hour before the start of your workday. If you are a teacher, you are also responsible to have a substitute folder for use when you are absent from school. If you are absent from work longer than one day, you are expected to keep **your direct supervisor** sufficiently informed of your situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to **your direct supervisor** will lead to disciplinary action, up to and including termination.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment.

### Time/Cards/Records

By law, MPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction must be initialed by both the employee and the Principal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any

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aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

### Mandatory Training and Meetings

Employees may be required to attend trainings, lectures and meetings outside of regular working hours. All teaching staff and school administrators are required to attend summer in-services, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal**.

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture or meeting, please contact **your direct supervisor** before attending. [All staff will be paid for mandatory trainings only.](#)

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

### Expense Reimbursements

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CTEL, CLAD, CPACE, etc.) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, US Constitution exam fees, and fees for basic skills tests such as CBEST, RICA, etc., are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF Human Resources for MERF employees)**. In general, all expenses must have been previously approved **in CoolSIS or another form of electronic communication or form designated by school administration by the Principal (or the CEO (or designee) for MERF employees)**. All reimbursement forms must be completed in its entirety and submitted **in CoolSIS**.

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## STANDARDS OF CONDUCT

### Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.

- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.
- 9) Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.
- 10) Your direct supervisor will inform you of any specific dress requirements for your position.

### Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School.

- Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority;
- Inefficiency - including deliberate restriction of output, carelessness or

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unnecessary wastes of time or material, neglect of job, duties or responsibilities;

- Unacceptable job performance;
- Release of confidential information without authorization;
- Unexcused/unreported absence and/or lack of punctuality;
- Abuse of sick leave;
- Working unauthorized overtime or refusing to work assigned overtime;
- Misuse of School property or funds;
- Unauthorized use of School equipment, materials, time or property;
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
- Failure to keep a required license, certification or permit current and in good standing;
- Horseplay;
- Sleeping or malingering on the job;
- Refusal to speak to supervisor or other employees;
- Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls;
- Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings;
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;
- Failure to comply with the School's safety procedures;
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
- Immoral or indecent conduct;
- Fighting or instigating a fight on School premises;
- Gambling on school premises;
- Use of profane, abuse or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances;
- Dishonesty;
- Falsification, fraud or omission of pertinent information when applying for a position;
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
- Theft or embezzlement;
- Willful destruction of property;
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position;
- Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School;
- Violation of the discrimination, harassment or retaliation policy;
- Engaging in sabotage or espionage (industrial or otherwise);
- Any willful act that endangers the safety, health or wellbeing of another individual;
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School;
- Violations of federal, state or local laws affecting the organization or your employment with the organization; and
- Failure to possess or maintain the credential/certificate required of the position.

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### Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School;
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and;
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the

additional employment. If the additional employment is authorized, the School assumes no responsibility for it. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

### EMPLOYEE BENEFITS

#### Holidays and Vacation

##### Legal Holidays

All **full-time** employees will receive the following paid legal holidays in 2018-19:

<b>Legal Holidays</b>	<b>Dates</b>
Labor Day	September 3, 2018
Veterans Day	November 12, 2018
Thanksgiving Day*	November 22, 2018
Christmas Day**	December 25, 2018
New Year's Day**	January 1, 2019
M. L. King Day	January 21, 2019
Presidents' Day	February 18, 2019
Cesar Chavez Day	April 1, 2019
Memorial Day	May 27, 2019
Independence Day	July 4, 2019

\* Falls during Thanksgiving Break

\*\* Falls during Winter Break

##### School Breaks

All **full-time** employees will receive the following paid school breaks:

- Thanksgiving Break (including the Thanksgiving Day)
- Winter Break (including the Christmas Day and New Year's Day)
- Spring Break

Typically, **full-time teaching staff** will have five (5) days of paid Thanksgiving break, fifteen (15) days of paid winter break, and five (5) days of paid spring break. **School administrators, school classified employees, and MERF**

employees will have three (3) days of paid Thanksgiving break, three (3) days of paid spring break, and eleven (11) days of paid winter break. Part-time employees are not compensated during the Thanksgiving, winter and spring breaks.

Full-time **education specialists** and **college advisors** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If you have any questions about your classification, please consult with **MERF Human Resources**.

School Breaks	Dates
<b>Full-time teaching staff:</b>	
Thanksgiving Break	November 19-23, 2018
Winter Break	December 17, 2018 – January 04, 2019
Spring Break	April 15, 2019 – April 19, 2019
<b>School administrators, school classified employees, and MERF employees:</b>	
Thanksgiving Break	November 21-23, 2018
Winter Break	December 19, 2018 – January 04, 2019
Spring Break	April 17-19, 2019

If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents' week, etc., the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the school administrators and school classified employees will have two (2) days less off.

Summer working hours apply on the days of school breaks that full-time teaching staff takes off and school administrators, school classified employees, and MERF employees work.

**Floating Holidays**

All MPS Employees are eligible to receive two (2) floating holidays each school year. Floating holidays cannot be cashed out but they do rollover.

**Vacation**

The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time** employees\*\*\* accrue vacation from the date of hire at the following accrual rates:

Type of Staff	Vacation Accrual
School administrators	<u>Hours will accrue per pay period up to 160 hours</u> (6.67 hours per pay period) <u>per year</u>
School classified employees	<u>Hours will accrue per pay period up to 120 hours</u> (5 hours per pay period) <u>per year</u>
MERF employees	<u>Hours will accrue per pay period up to 160 hours</u> (6.67 hours per pay period) <u>per year</u>

Vacation time may not be utilized before it is earned. Vacation accruals may not exceed an employee's current annual entitlement, plus 80 hours. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence with the employee returns to work.

On termination of employment, the employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

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Typically, employees are expected to use all their accrued vacation during the summer between the school year end date and the new school year in-service start date, unless otherwise agreed to by the employee and his or her direct supervisor. However, the School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services. Therefore, all vacations must be approved in advance by **your direct supervisor**, who will make every effort to accommodate each employee. The CEO may grant an extension for staff to use their accrued but unused vacation outside of the parameters listed above to prevent loss of earned vacation. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules.

\*\*\* **Teaching staff** does not accrue vacation. Full-time teaching staff works on an 11-month work schedule, i.e., August through June if the last day of school falls in June, and receives pay over an 11-month pay period, i.e., August through June.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

**Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all employees are entitled to have their unused vacation time paid out upon separation from the School.**

**Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally,

employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all MPS employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment, and who work at least two (2) hours per week. For part-time employees, MPS will track sick leave based on the number of hours worked. Part-time staff will be credited with 24 hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year.

Furthermore, all full-time employees will accrue additional sick leave for each pay period worked up to a maximum of eighty (80) hours per year.

Employees cannot use paid sick leave until the ninetieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

Sick leave is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. MPS will not tolerate abuse or misuse of your sick leave privilege. If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School may be required. MPS

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may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked. Employee requests for unpaid medical leave must be approved in advance by the School.

Unused sick leave carries over from school year to school year for all employees up to a maximum of eight (8) hours. At its sole discretion, the School may offer to buy back unused paid sick leave days at the employee's rate of pay or \$150 per day, whichever is lower, by the end of June.

#### Personal Necessity Leave:

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:

- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;

- Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

## INSURANCE BENEFITS

### Health Insurance

Full-time employees are entitled to health insurance benefits in accordance with applicable law and the School's health insurance plan. The School will cover one-hundred (100%) percent of the premium for employees who chose the HMO option and one-hundred (100%) percent of the premium to enroll dependents in the same program. The employee's portion of monthly premiums will be deducted from the employee's paycheck for PPO selections only. The School may reimburse the employee at the rate of \$150 per month if he or she is enrolled in a separate health insurance benefit program and declines the employer-sponsored health insurance benefits in writing by no later than September of each year. MPS will not reimburse employees who will receive or have health insurance coverage through an actively working spouse of MPS.

Part-time employees working less than 30 hours per week are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage.

**Deleted:** To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all MPS employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment, and who work at least two (2) hours per week. For Part-time employees, MPS will track sick leave based on the number of hours worked. Part-time staff will be credited with 24 hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year. Furthermore, all full-time employees will accrue additional sick leave at the rate of eight (8) hours for each full month worked up to a maximum of eighty (80) hours per year.

Employees cannot use paid sick leave until the ninetieth (90<sup>th</sup>) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

Sick leave is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. MPS will not tolerate abuse or misuse of your sick leave privilege. If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School may be required. MPS may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, MPS will deduct eight (8) hours for [1]

**Deleted:** Personal Necessity Leave:

An employee may elect to use up to five (5) days of accumulated sick leave in any school year for purposes of personal necessity including any of the following specific reasons:

- <#>Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- <#>Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- <#>Appearance in court as a litigant, or as a witness under official order;
- <#>Adoption of a child;
- <#>The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;
- <#>Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. ... [2]

**Deleted:** Part-time staff working less than thirty (30) hours per week are not eligible for health insurance benefits.



Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the MERF Human Resources as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

**Disability Insurance**

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the **MERF Human Resources**.

**Family Leave Insurance**

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six (6) weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the **MERF Human Resources**.

Life Insurance

Life insurance is provided by UNUM. All full-time employees will be covered upon hire. Please reach out to your Human Resources department for coverage details.

**Workers' Compensation Insurance**

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

**COBRA Benefits**

Continuation of Medical and/or Dental Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee, must pay the full cost of coverage plus any other applicable fees,

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to 18 months if coverage ends because:

- > Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- > Hours of employment are reduced below the amount required to be considered a full-time employee, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

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An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but the employee's spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee, or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;

- MPS stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that you are no longer disabled.

**LEAVES OF ABSENCE**

**Family Care and Medical Leave**

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria:

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of baby-bonding where the threshold is twenty (20) employees).

Events that may Entitle an Employee to FMLA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this

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purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose;

➤ Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy);

a. A "serious health condition" is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or (2) continuing treatment, including, but not limited to, treatment for substance abuse.

b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a

serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

➤ To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care;

➤ For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces;

#### Amount of FMLA Leave Which May Be Taken:

➤ FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

➤ In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave

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during a twelve (12) month period to care for the service member.

- The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
- If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

#### Pay during FMLA Leave:

- An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law
- An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all

accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

- If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

#### Health Benefits:

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and

- The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

#### Seniority:

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

#### Medical Certifications:

- An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
- The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's

health care provider to authenticate a certification as needed.

- If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

#### Procedures for Requesting and Scheduling FMLA Leave:

- An employee should request FMLA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
- Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

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- If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and

grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

- When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
- If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Limitations on Reinstatement

- MPS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
- A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of,

FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

#### Employment during Leave:

No employee, including employees on FMLA leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without the School’s written permission will be deemed to have resigned from employment at the School.

#### **Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

#### Employee Eligibility Criteria:

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and

must provide appropriate medical certification concerning the disability.

#### Events That May Entitle an Employee to Pregnancy Disability Leave:

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

#### Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by-case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

#### Pay During Pregnancy Disability Leave:

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

#### Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) - month period. MPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- The employee fails to return from leave after the designated leave period expires.

- The employee's failure to return from leave is for a reason other than the following:

- The employee is taking leave under the California Family Rights Act.
- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
- There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

#### Seniority:

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

#### Medical Certifications:

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave:

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the

employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
  - The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
  - There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of



the leave (with the limitations explained above).

- In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

**Medical Leave of Absence**

At the discretion of **MERF Human Resources**, an unpaid medical leave of absence may be granted up to **sixty (60) working days** to employees who are not eligible for other leaves. Ask **MERF Human Resources** for information on medical leaves of absence, and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage.

**Unpaid Leave of Absence**

MPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee’s medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

**Funeral/Bereavement Leave**

Employees will be allowed up to **five (5)** consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee’s immediate family member includes a parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may use any accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

**Military and Military Spousal Leave of Absence**

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written

**Deleted:** If you are currently covered, medical, and dental coverage will remain in force during a medical or worker’s compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

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notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment

during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required. Please inform **the Principal (or MERF Human Resources for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

#### **Drug and Alcohol Rehabilitation Leave**

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF Human Resources**. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

### **Time Off for Adult Literacy Programs**

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF Human Resources**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

### **School Appearance and Activities Leave**

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Time Off to Serve as Election Official**

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to act as election official as far in advance as possible.

### **Time Off for Jury and Witness Duty**

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to serve on a jury or as a witness as far in advance as possible.

### **Victims of Abuse Leave**

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.

- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF Human Resources one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact MERF Human Resources.

#### **Time Off for Victims of Crime**

An Employee who is a victim of certain crimes (violent felonies, felony thefts and serious

felonies as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **MERF Human Resources** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

#### **Time Off for Volunteer Firefighters**

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert **the Principal (or MERF Human Resources for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF Human Resources for MERF employees)** before leaving the School's premises.

#### **Time Off for Voting**

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF Human Resources for MERF**

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**employees)** to request and schedule time off to vote.

### **Industrial Injury Leave (Workers' Compensation)**

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. [MPS](#), with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high

quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

**Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

**Returning from Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor’s return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee

should give **the Principal (or MERF Human Resources for MERF employees)** thirty (30) days’ notice before returning from leave. Whenever the School is notified of an employee’s intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult **MERF Human Resources**.

**RETIREMENT**

**Certificated Staff Members**

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers’ Retirement System (STRS).

**Classified Staff Members**

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees’ Retirement System (PERS).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

**Oversight of Benefits**

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of

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benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the County.

## **EMPLOYMENT EVALUATION AND SEPARATION**

### **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by **his or her direct supervisor**. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with **your**

**direct supervisor**, and that you are aware of its contents. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **your direct supervisor** within the first **ninety (90)** days of employment.

### **Discipline and Involuntary Termination**

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. With the exception of substitute employees and temporary employees, these policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

### **Voluntary Termination**

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment

relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with **your direct supervisor**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

**Pay at Time of Separation**

Employees separated from employment will be paid for time worked according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from employees at the rate of \$150 per day or at the employee's current rate of pay, whichever is lower.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay. Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law.

**References**

All requests for references and employment verifications must be promptly directed to **your direct supervisor**. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment, the title of the last position held, and length of service. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee.

**INTERNAL COMPLAINT REVIEW & OPEN DOOR**

**Open Door Policy**

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact **the Principal (or MERF Human Resources for MERF employees)** with your questions or concerns. If the situation is not resolved to your satisfaction, please contact **MERF Human Resources**, preferably in writing, who will further investigate the issue.

**Internal Complaint Review**

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.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints:

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*(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 MERF employees)**:

- The complainant will bring the matter to the attention of **the Principal (or the CEO (or designee) for MERF 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 MERF 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 School's Board of Directors**, 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.

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. The decision of the Board shall be final.

General Requirements:

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- 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 MERF 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.

#### **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

**APPENDIX A**

**HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM**

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the COO, Principal, MERF Human Resources, or Board President.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

\_\_\_\_\_  
\_\_\_\_\_

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):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School 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.

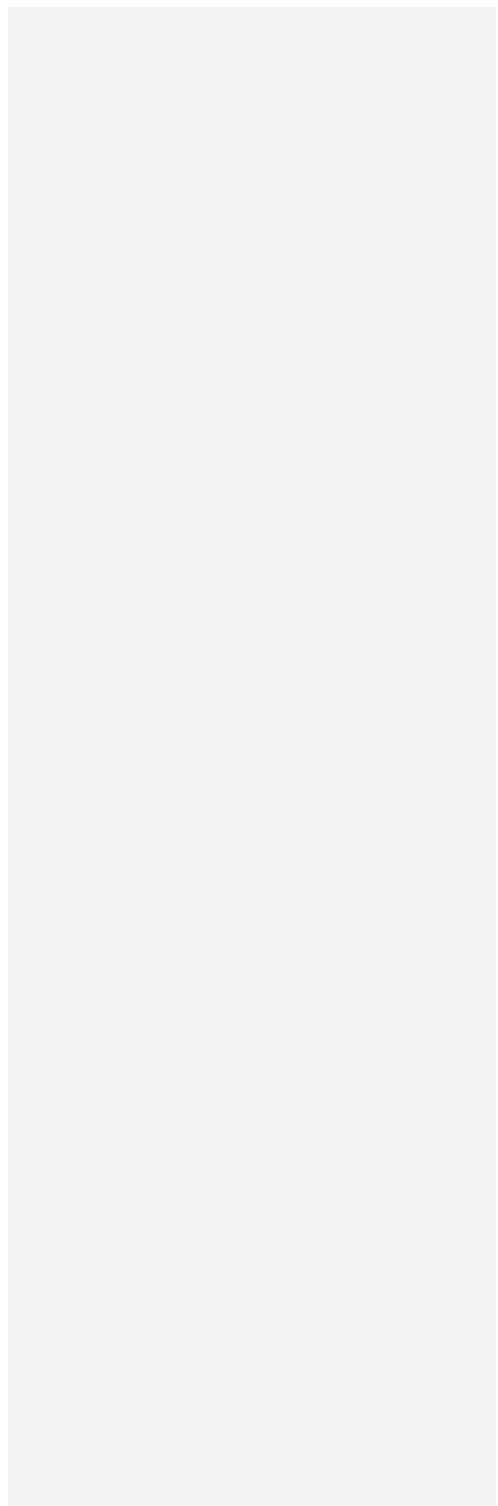
\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_



**APPENDIX B**

**INTERNAL COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint \_\_\_\_\_

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 the School 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.

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all MPS employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment, and who work at least two (2) hours per week. For Part-time employees, MPS will track sick leave based on the number of hours worked. Part-time staff will be credited with 24 hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year.

Furthermore, all full-time employees will accrue additional sick leave at the rate of eight (8) hours for each full month worked up to a maximum of eighty (80) hours per year. .

Employees cannot use paid sick leave until the ninetieth (90<sup>th</sup>) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

Sick leave is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. MPS will not tolerate abuse or misuse of your sick leave privilege. If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School may be required. MPS may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, MPS will deduct eight (8) hours for every day taken over the allotted time. Employee requests for unpaid medical leave must be approved in advance by the School.

Unused sick leave does not carry over from school year to school year for full-time employees. Part-time employees may carry over sick leave from school year to school year up to a maximum of eight (80) hours. The School may offer to buy back all unused sick leave days at the employee's rate of pay or \$15025 per day, whichever is lower, by the end of June.

Personal Necessity Leave:

An employee may elect to use up to five (5) days of accumulated sick leave in any school year for purposes of personal necessity including any of the following specific reasons:

- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;
- Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

Magnolia Public Schools

# Employee Handbook 2018-2019

Magnolia Public Schools  
250 East 1<sup>st</sup> Street  
STE. 1500  
Los Angeles, CA 90012  
213-628-3666

[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

## ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the CEO, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date and upload to Paycom.**



# 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***

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

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## INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult **MPS Home Office ("MERF") Human Resources**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please e-sign the employee acknowledgement form **in the Paycom Employee Self Service Portal**. This signed acknowledgement demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

## CONDITIONS OF EMPLOYMENT

### Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

### At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or

other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

### **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School

counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services.

MPS will provide annual training on the mandated reporting requirements, via Charter Safe, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

### **Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School’s commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Principal.

### **Tuberculosis Testing**



All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days prior to the date of hire. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The employee will not be required to submit to a TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire, or a California school previously employing the employee verifies it has a current certificate on file showing that the employee is free from infectious tuberculosis. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this

testing may be announced by the School. Failure to maintain current TB test results may result in disciplinary action, up to and including release from at-will employment.

### **Immigration Compliance**

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

If you have any questions or need more information on immigration compliance issues, please contact the Principal.

### **Professional Boundaries: Staff/Student Interaction Policy**

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about



the safest and most learning-conducive environment possible.

### Corporal Punishment:

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

### Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

### Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of

acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

The following examples are not an exhaustive list:

### Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student

in an attempt to gain their support and understanding;

- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

### Cautionary Staff/Student Behaviors:

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

### Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;

- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

### **Relationships between Employees**

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

### **Certification and Licensure of Instructional Staff**

All teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to provide, maintain and keep current such certificates, permits or other documentation to **his or her direct supervisor** no later than the close of business prior to the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee

should immediately report the same to **his or her direct supervisor**. Staff who are required to meet these state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/ certification required of the position may result in disciplinary action, up to and including release from at-will employment.

### **Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation**

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity, gender expression, and gender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

MPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third

party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the MERF Human Resources or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

MPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee. All new employees are assigned sexual harassment training prior to the start of the school year. All current employees receive sexual harassment

training every two (2) years.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal and/or MERF Human Resources. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

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 employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or



reward or disparate 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 at the workplace by employees, 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 to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work 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 employee by sex in an area of the workplace (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. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

## **Whistleblower Policy**

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation

shall suffer harassment, retaliation, or adverse employment action.

### **Drug- and Alcohol-Free Workplace**

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other MPS stakeholders.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

### **Confidential Information**

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

### **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a

potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

### **Smoking**

All School buildings and facilities are non-smoking facilities.

## GENERAL WORKPLACE POLICIES

### Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to **the Principal (or MERF Human Resources)**.

### Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### Security Protocols

MPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to **the Principal (or MERF Human Resources for MERF employees)**. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work

area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF Human Resources for MERF employees)** when keys are missing or if security access codes or passes have been breached.

### Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.



## **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

## **School Property Inspections**

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

## **Soliciting/Conducting Personal Business While on Duty**

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where

other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

## **Use of School Communication Equipment and Technology**

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to **the I.T. Coordinator** all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The email system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access are not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's

communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

### **Social Media**

If an employee decides to post information on the Internet (i.e., blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

### **Participation in Recreational or Social Activities**

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no

obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

### **Personnel Files and Record Keeping Protocols**

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep **the Principal (or MERF Human Resources for MERF employees)** advised of changes that should be reflected in their personnel file by making the changes in the Paycom Employee Self Service Portal. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to **the Principal (or MERF Human Resources for MERF employees)**. Only **the Principal and MERF Human Resources** or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from

an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

### **Intellectual Property Rights**

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must be acknowledged.

### **Media Contacts**

All media inquiries regarding the School and its operations must be referred to the **CEO**. Only the **CEO** is authorized to make or approve public statements pertaining to the School or its operations, although, public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the **CEO**, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the **CEO** before publication.

### **HOURS OF WORK, OVERTIME AND ATTENDANCE**

#### **Work Hours and Schedules**

The School's normal working hours are from **7:30 a.m. to 4:00 p.m.\***, Monday through Friday. The work schedule for hourly non-exempt employees may vary. Each employee will be assigned a work schedule by their supervisor. Typical working hours for hourly non-exempt employees may be as follows:\*

<b>Regular working hours</b>	
<i>School Level: Full-time office staff</i>	7:30 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)
<i>School Level: All other full-time employees</i>	7:45 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)
<i>CMO Level: All full-time MERF employees</i>	8:30 a.m. – 5:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)
<b>Summer working hours</b> between the school year end date and the new school year in-service start date	
<i>School Level: All full-time employees</i>	9:00 a.m. – 2:00 p.m. (Included: two ten (10) -minute breaks)
<i>CMO Level: All full-time MERF employees</i>	9:00 a.m. – 3:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)

\* Working hours may vary from one School site to another.

Employee work schedules may fluctuate depending on the workload:

- Employees may have to work hours beyond their normal schedules as work demands require.
- Hourly/non-exempt employees may be subject to reduced hours during summer.
- Employees are expected to attend weekly staff meetings and other mandatory training and meetings. Please see section L for additional information on “Mandatory Training and Meetings.”
- Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time

- teaching staff is expected to offer at least two after school programs per week.
- As directed by the **Principal**, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
  - As directed by the **Principal**, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of normal school day.
  - Employees are expected to perform other duties as requested by their **direct supervisor**.

### Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized in writing by **the Principal (or MERF Human Resources for MERF employees.)** MPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first

eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **Make Up Time**

An employee may make a written request to make up work time that is or would be lost as a result of a personal obligation. It is at the sole discretion of the School to approve or reject the request. The hours of that make up work may only be performed in the same workweek in which the work time was lost and must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. The employee is responsible for recording time worked and taking all applicable rest and meal breaks during make up time. Make up time is not encouraged.

### **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, **the Principal (or MERF Human Resources for MERF employees)** will adhere to the request and provide a copy of the legal documentation to the employee.

### **Work Breaks**

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth hour of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

### **Lactation Accommodation**

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.



## Pay Days

For **all employees**, payday is scheduled on the fifteenth (15<sup>th</sup>) and the last day of the month. For full-time classified and home office employees, the School pays in twenty-four (24) pay periods. For all full-time credentialed employees, the school pays in twenty-two (22) pay periods. The last pay period of the school year ends on June 30<sup>th</sup>. Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

You should promptly notify **the Principal (or MERF Human Resources for MERF employees)** if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

## Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the **MERF Human Resources** to explain them to you.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. The School's business office maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF Human Resources for MERF employees)** by updating his/her Paycom Employee Self Service Portal. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

## Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40)

hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

### **Pay Rate Schedule**

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses a Board approved employee pay raise scale to determine salaries for **full-time employees**. Please refer to the scale for details.

Full-time teaching staff will be compensated for covering absent colleagues at the rate of twenty-five dollars (\$25) per regular course period and fifteen dollars (\$15) per half-course period, e.g., SSR or Advisory, unless indicated differently on the individual's employment agreement.

### **Attendance Policy**

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with **your direct supervisor**. If it is not possible to arrange your absence or tardiness in advance, you must notify **your direct supervisor** no later than one-half (1/2) hour before the start of your workday. If you are a teacher, you are also responsible to have a substitute folder for use when you are absent from school. If you are absent from work longer than one day, you are expected to keep **your direct supervisor** sufficiently informed of your situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to **your direct supervisor** will lead to disciplinary action, up to and including termination.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment.

### **Time/Cards/Records**

By law, MPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction must be initialed by both the employee and the Principal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any

aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

### **Mandatory Training and Meetings**

Employees may be required to attend trainings, lectures and meetings outside of regular working hours. All teaching staff and school administrators are required to attend summer in-services, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal**.

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture or meeting, please contact **your direct supervisor** before attending. All staff will be paid for mandatory trainings only.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

### **Expense Reimbursements**

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CTEL, CLAD, CPACE, etc.) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, US Constitution exam fees, and fees for basic skills tests such as CBEST, RICA, etc., are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF Human Resources for MERF employees)**. In general, all expenses must have been previously approved **in CoolSIS or another form of electronic communication or form designated by school administration by the Principal (or the CEO (or designee) for MERF employees)**. All reimbursement forms must be completed in its entirety and submitted **in CoolSIS**.



## STANDARDS OF CONDUCT

### Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.

- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.
- 9) Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.
- 10) Your direct supervisor will inform you of any specific dress requirements for your position.

### Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School.

- Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority;
- Inefficiency - including deliberate restriction of output, carelessness or

- unnecessary wastes of time or material, neglect of job, duties or responsibilities;
- Unacceptable job performance;
  - Release of confidential information without authorization;
  - Unexcused/unreported absence and/or lack of punctuality;
  - Abuse of sick leave;
  - Working unauthorized overtime or refusing to work assigned overtime;
  - Misuse of School property or funds;
  - Unauthorized use of School equipment, materials, time or property;
  - Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
  - Failure to keep a required license, certification or permit current and in good standing;
  - Horseplay;
  - Sleeping or malingering on the job;
  - Refusal to speak to supervisor or other employees;
  - Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls;
  - Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings;
  - Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;
  - Failure to comply with the School's safety procedures;
  - Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
  - Immoral or indecent conduct;
  - Fighting or instigating a fight on School premises;
  - Gambling on school premises;
  - Use of profane, abuse or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
  - Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances;
  - Dishonesty;
  - Falsification, fraud or omission of pertinent information when applying for a position;
  - Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
  - Theft or embezzlement;
  - Willful destruction of property;
  - Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position;
  - Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School;
  - Violation of the discrimination, harassment or retaliation policy;
  - Engaging in sabotage or espionage (industrial or otherwise);
  - Any willful act that endangers the safety, health or wellbeing of another individual;
  - Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;
  - Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School;
  - Violations of federal, state or local laws affecting the organization or your employment with the organization; and
  - Failure to possess or maintain the credential/certificate required of the position.

## Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School;
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and;
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the

additional employment. If the additional employment is authorized, the School assumes no responsibility for it. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

## EMPLOYEE BENEFITS

### Holidays and Vacation

#### Legal Holidays

All **full-time** employees will receive the following paid legal holidays in 2018-19:

<b>Legal Holidays</b>	<b>Dates</b>
Labor Day	September 3, 2018
Veterans Day	November 12, 2018
Thanksgiving Day*	November 22, 2018
Christmas Day**	December 25, 2018
New Year's Day**	January 1, 2019
M. L. King Day	January 21, 2019
Presidents' Day	February 18, 2019
Cesar Chavez Day	April 1, 2019
Memorial Day	May 27, 2019
Independence Day	July 4, 2019

\* Falls during Thanksgiving Break

\*\* Falls during Winter Break

#### School Breaks

All **full-time** employees will receive the following paid school breaks:

- Thanksgiving Break (including the Thanksgiving Day)
- Winter Break (including the Christmas Day and New Year's Day)
- Spring Break

Typically, **full-time teaching staff** will have five (5) days of paid Thanksgiving break, fifteen (15) days of paid winter break, and five (5) days of paid spring break. **School administrators, school classified employees, and MERF**

**employees** will have three (3) days of paid Thanksgiving break, three (3) days of paid spring break, and eleven (11) days of paid winter break. Part-time employees are not compensated during the Thanksgiving, winter and spring breaks.

Full-time **education specialists** and **college advisors** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If you have any questions about your classification, please consult with **MERF Human Resources**.

<b>School Breaks</b>	<b>Dates</b>
<b>Full-time teaching staff:</b>	
Thanksgiving Break	November 19-23, 2018
Winter Break	December 17, 2018 – January 04, 2019
Spring Break	April 15, 2019 – April 19, 2019
<b>School administrators, school classified employees, and MERF employees:</b>	
Thanksgiving Break	November 21-23, 2018
Winter Break	December 19, 2018 – January 04, 2019
Spring Break	April 17-19, 2019

If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents' week, etc., the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the school administrators and school classified employees will have two (2) days less off.

Summer working hours apply on the days of school breaks that full-time teaching staff takes off and school administrators, school classified employees, and MERF employees work.

### **Floating Holidays**

All MPS Employees are eligible to receive two (2) floating holidays each school year. Floating holidays cannot be cashed out but they do rollover.

### **Vacation**

The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time** employees\*\*\* accrue vacation from the date of hire at the following accrual rates:

<b>Type of Staff</b>	<b>Vacation Accrual</b>
School administrators	Hours will accrue per pay period up to 160 hours (6.67 hours per pay period) per year
School classified employees	Hours will accrue per pay period up to 120 hours (5 hours per pay period) per year
MERF employees	Hours will accrue per pay period up to 160 hours (6.67 hours per pay period) per year

Vacation time may not be utilized before it is earned. Vacation accruals may not exceed an employee's current annual entitlement, plus 80 hours. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence with the employee returns to work.

On termination of employment, the employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

Typically, employees are expected to use all their accrued vacation during the summer between the school year end date and the new school year in-service start date, unless otherwise agreed to by the employee and his or her direct supervisor. However, the School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services. Therefore, all vacations must be approved in advance by **your direct supervisor**, who will make every effort to accommodate each employee. The CEO may grant an extension for staff to use their accrued but unused vacation outside of the parameters listed above to prevent loss of earned vacation. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules.

**\*\*\* Teaching staff** does not accrue vacation. Full-time teaching staff works on an 11-month work schedule, i.e., August through June if the last day of school falls in June, and receives pay over an 11-month pay period, i.e., August through June.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

***Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all employees are entitled to have their unused vacation time paid out upon separation from the School.***

#### **Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally,

employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all MPS employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment, and who work at least two (2) hours per week. For part-time employees, MPS will track sick leave based on the number of hours worked. Part-time staff will be credited with 24 hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year.

Furthermore, all full-time employees will accrue additional sick leave for each pay period worked up to a maximum of eighty (80) hours per year.

Employees cannot use paid sick leave until the ninetieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

Sick leave is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. MPS will not tolerate abuse or misuse of your sick leave privilege. If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School may be required. MPS



may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked. Employee requests for unpaid medical leave must be approved in advance by the School.

Unused sick leave carries over from school year to school year for all employees up to a maximum of eight (80) hours. At its sole discretion, the School may offer to buy back unused paid sick leave days at the employee's rate of pay or \$150 per day, whichever is lower, by the end of June.

#### Personal Necessity Leave:

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:

- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;

- Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

## INSURANCE BENEFITS

### Health Insurance

**Full-time** employees are entitled to health insurance benefits in accordance with applicable law and the School's health insurance plan. The School will cover one-hundred (**100%**) percent of the premium for employees who chose the HMO option and one-hundred (**100%**) percent of the premium to enroll dependents in the same program. The employee's portion of monthly premiums will be deducted from the employee's paycheck for PPO selections only. The School may reimburse the employee at the rate of \$150 per month if he or she is enrolled in a separate health insurance benefit program and declines the employer-sponsored health insurance benefits in writing by no later than September of each year. MPS will not reimburse employees who will receive or have health insurance coverage through an actively working spouse of MPS.

Part-time employees working less than 30 hours per week are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage.

Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

### When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the MERF Human Resources as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

### **Disability Insurance**

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the **MERF Human Resources**.

### **Family Leave Insurance**

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six (6) weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the **MERF Human Resources**.

### **Life Insurance**

Life insurance is provided by UNUM. All full-time employees will be covered upon hire. Please reach out to your Human Resources department for coverage details.

### **Workers' Compensation Insurance**

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

### **COBRA Benefits**

#### Continuation of Medical and/or Dental Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage plus any other applicable fees.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to 18 months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but the employee's spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;

- MPS stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that you are no longer disabled.

## LEAVES OF ABSENCE

### Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

#### Employee Eligibility Criteria:

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of baby-bonding where the threshold is twenty (20) employees).

#### Events that may Entitle an Employee to FMLA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this



purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose;

➤ Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy);

a. A "serious health condition" is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or (2) continuing treatment, including, but not limited to, treatment for substance abuse.

b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a

serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

➤ To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care;

➤ For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces;

#### Amount of FMLA Leave Which May Be Taken:

➤ FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

➤ In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave

during a twelve (12) month period to care for the service member.

- The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
- If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

#### Pay during FMLA Leave:

- An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law
- An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all

accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

- If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

#### Health Benefits:

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and

- The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

#### Seniority:

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

#### Medical Certifications:

- An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
- The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's

health care provider to authenticate a certification as needed.

- If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

#### Procedures for Requesting and Scheduling FMLA Leave:

- An employee should request FMLA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
- Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

- If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

#### Return to Work:

- Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and

grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

- When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
- If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

#### Limitations on Reinstatement

- MPS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
- A "key" employee will be advised in writing at the time of a request for, or earlier, at the time of commencement of,

FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

#### Employment during Leave:

No employee, including employees on FMLA leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without the School’s written permission will be deemed to have resigned from employment at the School.

#### **Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

#### Employee Eligibility Criteria:

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and

must provide appropriate medical certification concerning the disability.

#### Events That May Entitle an Employee to Pregnancy Disability Leave:

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

#### Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).



At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by-case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

#### Pay During Pregnancy Disability Leave:

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

#### Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) - month period. MPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- The employee fails to return from leave after the designated leave period expires.

- The employee's failure to return from leave is for a reason other than the following:

- The employee is taking leave under the California Family Rights Act.
- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
- There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

#### Seniority:

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

#### Medical Certifications:

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

### Requesting and Scheduling Pregnancy Disability Leave:

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the

employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

### Return to Work:

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
  - The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
  - There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of

the leave (with the limitations explained above).

- In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

#### Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

#### **Medical Leave of Absence**

At the discretion of **MERF Human Resources**, an unpaid medical leave of absence may be granted up to **sixty (60) working days** to employees who are not eligible for other leaves. Ask **MERF Human Resources** for information on medical leaves of absence, and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage.

#### **Unpaid Leave of Absence**

MPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

#### **Funeral/Bereavement Leave**

Employees will be allowed up to **five (5)** consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may use any accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

#### **Military and Military Spousal Leave of Absence**

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written



notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment

during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required. Please inform **the Principal (or MERF Human Resources for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

#### **Drug and Alcohol Rehabilitation Leave**

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF Human Resources**. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

## Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF Human Resources**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

## School Appearance and Activities Leave

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

## Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to act as election official as far in advance as possible.

## Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to serve on a jury or as a witness as far in advance as possible.

## Victims of Abuse Leave

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.

- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF Human Resources one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact MERF Human Resources.

### **Time Off for Victims of Crime**

An Employee who is a victim of certain crimes (violent felonies, felony thefts and serious

felonies as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **MERF Human Resources** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

### **Time Off for Volunteer Firefighters**

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert **the Principal (or MERF Human Resources for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF Human Resources for MERF employees)** before leaving the School's premises.

### **Time Off for Voting**

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF Human Resources for MERF**

**employees)** to request and schedule time off to vote.

### **Industrial Injury Leave (Workers' Compensation)**

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high

quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

## **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

## **Returning from Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor’s return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee

should give **the Principal (or MERF Human Resources for MERF employees)** thirty (30) days’ notice before returning from leave. Whenever the School is notified of an employee’s intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult **MERF Human Resources**.

## **RETIREMENT**

### **Certificated Staff Members**

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers’ Retirement System (STRS).

### **Classified Staff Members**

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees’ Retirement System (PERS).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

### **Oversight of Benefits**

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of



benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the County.

## **EMPLOYMENT EVALUATION AND SEPARATION**

### **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by **his or her direct supervisor**. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with **your**

**direct supervisor**, and that you are aware of its contents. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **your direct supervisor** within the first **ninety (90)** days of employment.

### **Discipline and Involuntary Termination**

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. With the exception of substitute employees and temporary employees, these policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

### **Voluntary Termination**

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment

relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with **your direct supervisor**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

### **Pay at Time of Separation**

Employees separated from employment will be paid for time worked according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from employees at the rate of \$150 per day or at the employee's current rate of pay, whichever is lower.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay. Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law.

### **References**

All requests for references and employment verifications must be promptly directed to **your direct supervisor**. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment, the title of the last position held, and length of service. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee.

### **INTERNAL COMPLAINT REVIEW & OPEN DOOR**

#### **Open Door Policy**

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact **the Principal (or MERF Human Resources for MERF employees)** with your questions or concerns. If the situation is not resolved to your satisfaction, please contact **MERF Human Resources**, preferably in writing, who will further investigate the issue.

#### **Internal Complaint Review**

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.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

#### 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 MERF employees)**:

- The complainant will bring the matter to the attention of **the Principal (or the CEO (or designee) for MERF 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 MERF 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 School's Board of Directors**, 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.

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. The decision of the Board 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 MERF 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.

### **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

## APPENDIX A

### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the COO, Principal, MERF Human Resources, or Board President.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

\_\_\_\_\_  
\_\_\_\_\_

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):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School 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.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX B

### INTERNAL COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint \_\_\_\_\_

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):

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I hereby authorize the School 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.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

# Cover Sheet

## Approval of Online Curriculum and eLearning Programs Vendors

**Section:** II. Consent Items  
**Item:** B. Approval of Online Curriculum and eLearning Programs  
Vendors  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** II B Curriculum and eLearning Programs Vendors.pdf



Board Agenda Item #	Agenda II B – Consent Item
Date:	July 12, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Online Curriculum and eLearning Programs RFP

### **Proposed Board Recommendation**

I move that the board authorize the CEO and Superintendent to negotiate and execute Online Curriculum and eLearning Programs RFP with Odysseyware.

### **Background**

On May 1, 2018, MPS solicited proposals to establish a contract through competitive negotiations for the purpose of entering into a contract with a qualified firm to provide a personalized online curriculum program and learning management system for students in grades TK-12. Services are to commence during the 2018-19 school year, with implementation plan in a timely basis to use the services for the 2018-19 school year. The period of the initial contract term shall hold pricing constant for at least a period of five (5) years from contract execution. The services and products will be purchased as a consortium to include all schools. Billing will be managed through Magnolia Public Schools. Cost will be broken down per site. An itemized invoice will be processed each month, showing the percentage due by the size of each school site. Implementation, training and support will be customized for each individual school.

At a minimum, the vendor and platform will provide solutions and meet criteria in the following areas:

- A catalog of core and elective courses for grades TK-12 that are aligned with University of California A-G requirements, including CTE and World Language courses.
- A team of certified teachers with proper endorsements.
- A catalog of mastery-based credit recovery courses
- A secure, electronic learning management system that permits real-time visibility to each student's progress and login information.
- Adaptable courses to meet IEP and 504 needs.
- Data to draw reports from such as course completion percentages, grades, student



activity time, etc.

- Have (3) three plus years’ experience providing mentioned services.
- Agree to a year-to-year non-exclusive contract.

A total of five (5) vendors responded to the RFP

- Accelerate Education
- Edgenuity
- Apex
- ItsLearning
- Odysseyware

MPS Academic department and school teams reviewed proposals based on the following criteria.

<b>Criteria</b>
Course Offerings – range
Course Quality and Features
LMS Capabilities – usability/progress monitoring
Company Experience and Stability
Project Management Ability
Customer Service
Trainings and Technical Support
Price

Odysseyware offers services to over 2,500 school districts and systems nationwide and over 300 in California. The proposal submitted Odysseyware addresses MPS student and school needs in terms of initial course, credit recovery, summer schools AP level blended/competency-based learning and enrichment programs. Odysseyware has partnership with NWEA similar to MPS and offers courses for Social Emotional Learning. Odysseyware’s solutions are also more cost effective in comparison.

We are recommending to partner with Odysseyware as the next Online Curriculum and eLearning Program for MPS.

**Budget Implication** The programs will cost between \$15,000 to \$30,000 MPS wide, based on student and school use. Each school partnering will share the total cost based on the pro-rated use. All schools allocated funds to cover cost for this program in their FY 18-19 budgets.

**Funding Source**

LCFF Entitlement

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

No perceived effects on other MSAs.

**Name of Staff Originator:**

Erdinc Acar, Chief Academic Officer

**Attachments (1)**

1. Odysseyware response to Online Curriculum and eLearning Programs RFP



**Response to:**  
Magnolia Public Schools

**Solicitation for:**  
Online Curriculum and eLearning Program

**Due:** May 25, 2018 at 3:00 PM PST



PREPARING STUDENTS FOR COLLEGE, CAREER, & *life*.

Submitted by: Stephanie Maiwurm, Regional Vice President of Sales | [smaiwurm@odysseyware.com](mailto:smaiwurm@odysseyware.com) | (619) 323-8362

300 N. MCKEMY AVE. | CHANDLER, AZ 85226 | (877) 795-8904 | [ODYSSEYWARE.COM](http://ODYSSEYWARE.COM)

## LETTER OF INTRODUCTION

May 25, 2018

Attn: Erdinc Acar, Blended Learning Advisor  
Magnolia Public Schools  
250 E 1st Street, Suite 1500  
Los Angeles, CA 90012

RE: Online Curriculum and eLearning Program RFP

Mr. Acar,

Odysseyware respectfully submits the following proposal to Magnolia Public Schools (MPS) in response to the Online Curriculum and eLearning Program RFP. Our leadership, Curriculum Development, Technology, and Client Services teams stand ready to assist your Charter Management Organization (CMO) in providing students with high-quality educational support.

Odysseyware is a leading provider of award-winning, online K-12 Core, Elective, Career Technology Education (CTE), Social-Emotional Learning (SEL) curriculum. Our eLearning solutions are utilized in public, virtual, charter, and alternative schools, and our curriculum emphasizes flexibility, providing what we believe to be the most robust customization features in the industry. Odysseyware offers MPS the following:

### CUSTOMIZATION

Odysseyware empowers teachers with unprecedented flexibility to customize courses and the student learning experience. Teachers and administrators may alter the instructional sequence of Odysseyware courses, inserting units, lessons, projects, or assessments from other Odysseyware courses creating a cross-curriculum experience for their students. Teachers may also insert teacher-authored, custom lessons, delete or skip lessons, and set individual course levels for every student. Additionally, prescriptive modes are available throughout the program, further customizing each student's learning path.

### FLEXIBILITY

Odysseyware incorporates varied pedagogical methodologies into our courses, including the Understanding by Design model of Wiggins and McTighe, along with models researched by Marzano. Odysseyware courses are used in a myriad of instructional settings, including: First Time Credit, Credit Recovery, Remediation, Acceleration, Test Prep, Blended Learning, Special Education, etc. Through Odysseyware Academic Services, Odysseyware provides state-certified teachers to lead virtual learning courses. This feature allows districts to retain students and offer expanded courses.



### SINGLE PLATFORM

All Odysseyware courses are delivered on a single platform. As such, teachers and students have the same experience regardless of course and do not need to be trained on the use of several platforms. As Odysseyware courses may be utilized in a myriad of educational settings, the single platform is extremely beneficial. Navigational commands and features remain consistent throughout the program.

### PROFESSIONAL DEVELOPMENT

Odysseyware also offers our clients several opportunities for Professional Development – leading seminars in subjects regarding Flipped Classrooms, Blended Learning, technological integration into the classroom, and the use of the Odysseyware curriculum. Professional Development plans vary according to district needs and shall be established after meetings with MPS leaders.

Odysseyware looks forward to partnering with the MPS on this important initiative. Thank you for time and consideration.

Respectfully,



Charles Mallon  
Chief Financial Officer



Acknowledged By:

Charles Mallon  
Charles Mallon, Chief Financial Officer



**REQUEST FOR PROPOSALS (RFP)**

**Online Curriculum and eLearning Programs**

Issued by:

**MAGNOLIA PUBLIC SCHOOLS**

250 East 1st Street Los Angeles, Suite 1500, CA 90012  
[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

**Issue Date :** May 1, 2018

Amendments	Date	Update
Amendment 1:	May 7, 2018	New closing date for submission and receipt

**Closing Date for Submission and Receipt:** May 18, 2018 3:00 p.m. PST

**EXTENSION on Closing Date for Submission and Receipt: May 25, 2018 3:00 p.m. PST**

Proposals are to be submitted in (2) copies to:

Contact Name: Erdinc Acar  
Title: Blended Learning Advisor  
Address: 250 E 1st St. Suite 1500  
Office: (213) 628 – 3634  
Fax: (714) 362-9588  
Email: [eracar@magnoliapublicschools.org](mailto:eracar@magnoliapublicschools.org)  
[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

Note: Please use the proposal name above on all RFP correspondence.

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## 1- Background and Purpose

Magnolia Public Schools (MPS) is made up of 10 school sites located throughout Southern California, comprised of 3,900-4,000 student's grades TK-12.

MPS is soliciting proposals to establish a contract through competitive negotiations for the purpose of entering into a contract with a qualified firm to provide a personalized online curriculum program and learning management system for students in grades TK-12. Services are to commence during the 2018-19 school year, with implementation plan in a timely basis to use the services for the 2018-19 school year (use during summer 2018).

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

The services and products would be purchased as a consortium to include all schools. Billing would be managed through Magnolia Public Schools. An itemized invoice would be needed each month, showing the percentage due by the size of each school site. Implementation, training and support would be customized for each individual school. Cost breakdown must be broken down per site in order to calculate for budgeting. Any award / contract will be pending the Magnolia Public Schools Board approval and availability of funds.

## 2- Scope of Work and Qualifications

At a minimum, the vendor and platform should provide solutions and meet criteria in the following areas:

- A catalog of core and elective courses for grades TK-12 that are aligned with University of California A-G requirements, including CTE and World Language courses.
- A team of certified teachers with proper endorsements.
- A catalog of mastery-based credit recovery courses
- A secure, electronic learning management system that permits real-time visibility to each student's progress and login information.
- Adaptable courses to meet IEP and 504 needs.
- Data to draw reports from such as course completion percentages, grades, student activity time, etc.
- Have (3) three plus years' experience providing mentioned services.
- Agree to a year-to-year non-exclusive contract.

### 3- Key Dates

<b>RFP Issue Date</b>	May 1, 2018
<b>Deadline for Questions</b>	May 15, 2018 to Erdinc Acar (213) 628 – 3634 <a href="mailto:eracar@magnoliapublicschools.org">eracar@magnoliapublicschools.org</a>
<b>Submit Sealed Proposals By</b>	May 18, 2018 3:00 p.m. PST All proposals received after the date and time set for receipt will be REJECTED. Proposals received after the time and date set will not be considered. <b>EXTENSION on Closing Date for Submission and Receipt: May 25, 2018 3:00 p.m. PST</b>

Magnolia Public Schools reserves the right to modify this schedule at its discretion. Notification of changes in the RFP due date and deadline for questions will be via e-mail. Changes in any other anticipated dates will not be released unless deemed necessary at the sole discretion of Magnolia Public Schools.

### 4- Proposal Requirements

The desired partner is one who has provided a wide-range of products and services to small, medium and large-sized institutions. It is expected that the selected company will be able to provide the following information:

- 1- Provide an overview of the system. Attach any relevant marketing materials and data sheets in the Appendices.
- 2- Describe the features, functions, and capabilities of your system as they relate to these key aspects of MPS:
  - a. Catalogs of variety of courses built specifically for students' grades TK-12, scope of sequence, standard correlation, types and features including virtual labs.
  - b. Ability for students and teachers to personalize the learning experience.
  - c. Ability to track students' performance and progress at the individual student level, school level and district level.
  - d. Ability to track course mentors' performance and progress at the individual student level, school level and district level.
  - e. Describe any additional, supplemental resources available to students.
  - f. Describe the Data Security features of the tools used in the program.
  - g. Describe user help features built in to your system and other help available to students, parents, and staff.
- 3- Provide end-user to review the demo accounts at a minimum for district admin, mentor/teacher and student roles.
- 4- Provide information on technical details for device and software requirements, compatibility with different platforms including Chromebook, interoperability with school information systems (Illuminate) for data sharing, whether the curriculum can be used asynchronously or offline.
- 5- Available for IT representative to confirm the technical details and ask any follow-on questions.
- 6- Compliance with FERPA and related laws including Student Online Personal Information Protection and Student Data Privacy Agreement

### **Project Approach**

- 1- Describe your firm's understanding of the proposed assignment and the services it will provide.
- 2- Provide a complete definition of the process that will be employed to meet the objectives of this project, (e.g., approach to be taken, etc.).
- 3- Provide a list of key staff who will support this project and their professional background.
- 4- Provide a detailed implementation plan and any limitations (e.g., limit of 10 forms per district created by firm as part of the implementation).

### **Training and Support**

- 1- Describe below the typical training your company provides.
- 2- Describe vendor support facilities, services provided with the standard agreement, optional support available at additional cost and the cost for optional support.
- 3- Describe vendor users/client's community and what resources are provided to clients (listserv, knowledge base, users conference, best practices, review panel for setting product enhancement priorities, etc.).
- 4- Describe additional trainings and cost breakdown.

### **Additional Services**

List any additional services that your firm may have to offer with a pricing structure.

### **Pricing**

Provide an outline of project budget with costs for each major element and any options for payment schedule. Cost breakdown must be broken down per site in order to calculate for budgeting.

### 5- Submission Guidelines

Proposals for furnishing the services described herein will be received until: May 18, 2018 3:00 p.m. PST. Vendors are responsible for the delivery of their proposal. Proposals received after the official date and time will be rejected.

Proposals must be submitted in both email and hard copy formats. Email proposal must be in PDF format, digitally signed. Email proposals should be addressed to [eracar@magnoliapublicschools.org](mailto:eracar@magnoliapublicschools.org). Hard copy formats (2) copies should be mailed to:

Contact Name: Erdinc Acar  
Title: Blended Learning Advisor  
Address: 250 E 1st St. Suite 1500  
Office: (213) 628 – 3634  
Fax: (714) 362-9588  
Email: [eracar@magnoliapublicschools.org](mailto:eracar@magnoliapublicschools.org)  
[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

The RFP proposal submission deadline must clearly appear on the cover of the proposal. All questions should be submitted to [eracar@magnoliapublicschools.org](mailto:eracar@magnoliapublicschools.org) by May 15, 2018. This solicitation & any addendum are posted on our website at: [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

There will be an optional public bid opening at the aforementioned time and place (attendance at the bid opening is not required.)

**Submission Format** Bidders should submit their response in the preferred format:

- Provide letter of Introduction
- Table of Contents. Should include a list of all sections and appendices in the RFP response and indicate corresponding page numbers, if appropriate.
- Organization's name, contact person, address, telephone number(s), fax number and qualifications of the firm. A brief introduction of the company and/or managing staff. Bids should be signed by person(s) authorized to bind the company to their proposed offer (RFP response).
- Attach other information as required by the RFP including past parent and student feedback, key staff bios or resumes, and other relevant information.
- Proposal Content. Full details of the bidder's Proposal including: general approach, methods, and explanations of how all RFP specifications will be achieved.
- Cost break down including add-ons. Bidder should include various costs models associated with program operation and delivery.
- Appendices
- Bidders will provide with their Proposal. Three (3) references, including contact information of the end-user for services of a similar nature, including the dollar value where available.
- **Vendor Services Agreement:** Vendor should include any proposed contract and maintenance agreement language for review.

## 6- RFP Conditions

### Evaluation Criteria

A committee will evaluate proposals against the following weighted criteria. Each area of the evaluation criteria must be addressed in detail in proposal. The award will be based on the following criteria:

Criteria	Possible Points
Course Offerings – range	150
Course Quality and Features	200
LMS Capabilities – usability/progress monitoring	100
Company Experience and Stability	125
Project Management Ability	50
Customer Service	100
Trainings and Technical Support	75
Price	200
<b>TOTAL</b>	<b>1000</b>

### Acceptance of Proposal

- Bid will be awarded in writing to the bidder whose Proposal is determined to be the best fit for individual school goals, as determined under the sole discretion of the school's evaluation committee and approved by the Board afterwards.

- The MPS and the Board reserve the right to reject any or all Proposals or to waive any formality or technicality in the best interest of each school.

### **Specific Information**

Proposals shall be signed by an authorized representative of the bidder. All information requested must be submitted. Failure to submit all information requested may result in the Purchasing Agency requiring prompt submission of missing information and/or giving a lowered evaluation of the proposal. Proposals which are substantially incomplete or lack key information may be rejected by the purchasing agency.

Proposals should be prepared simply and economically, providing a straightforward, concise description of capabilities to satisfy the requirements of the RFP. Emphasis should be placed on completeness and clarity of content.

Proposals should be organized in the order in which the requirements are presented in the RFP. Information which the bidder desires to present that does not fall within any of the requirements of the RFP should be inserted at an appropriate place or be attached at the end of the proposal and designated as additional material. Proposals that are not organized in this manner risk elimination from consideration if the evaluators are unable to find the RFP requirements are specifically addressed.

Bids must be valid for at least 120 days from the bid opening. Submission of a response to the request for proposal constitutes an acknowledgement and acceptance of all bid specifications by the responding vendor.

### **Proposal Revisions**

Proposal revisions must be received prior to the RFP submission closing date and time. Disclosure All documents submitted by bidders shall become the property of MPS. Proposal information is proprietary and as such shall be treated as confidential until such time as a Provider is selected by MPS and an award is made, when all submissions considered by MPS become public record.

Information pertaining to the schools obtained by the bidder as a result of participation in this project is confidential and must not be disclosed without written authorization from MPS.

Magnolia Public Schools  
*Online Curriculum and eLearning Programs*

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APPENDICES

**APPENDIX A – COURSE GUIDE**

**APPENDIX B – DEMO SITE NAVIGATION GUIDES**



## Magnolia Public Schools Online Curriculum and eLearning Programs

### QUALIFICATIONS

*Organization's name contact person, address, telephone number(s), fax number and qualifications of the firm. A brief introduction of the company and/or managing staff. Bids should be signed by person(s) authorized to bind the company to their proposed offer (RFP response).*

#### CONTACT INFORMATION:

Stephanie Maiwurm  
[smaiwurm@odysseyware.com](mailto:smaiwurm@odysseyware.com)  
P | (619) 323-8362

#### HEADQUARTERS:

300 North McKemy Avenue  
Chandler, AZ 85226  
P | (877) 795-8904  
F | (866) 465-1954

The Letter of Introduction provided earlier in this proposal is signed by the individual authorized to bind Odysseyware to our proposed offer.

#### HISTORY

Odysseyware was established in 1998 and is a subsidiary of Glynlyon, Inc., the roots of which began in 1977. At that time, there were few curriculums available for homeschooling families, and therefore curriculum developers and writers created product and resources for those families. Glynlyon has been anchored in education since its founding and has been offering educational K-12 solutions for over two decades. Additionally, the company has provided services like those requested in this RFP for over 19 years.

In 2016, Glynlyon established a partnership with Linsalata Capital Partners, a venerable private equity firm in the United States. This partnership will allow Glynlyon to impact more student lives by continuing to invest in our people, our products, and our future.

Odysseyware employs over 450 employees, with offices in Arizona – serving as our headquarters – Iowa and Minnesota. Despite our three locations, many of our employees work remotely so that they may better serve the schools and students we support. Additionally, Odysseyware's client base is comprised primarily of public and private schools. Odysseyware's Arizona headquarters is displayed on the right.



## Magnolia Public Schools Online Curriculum and eLearning Programs

### AWARDS AND CERTIFICATIONS

Odysseyware was awarded the 2017 ComputED's 23rd Annual Best Educational Software BESSIE Award in the category of "Best Multi-Subject Website". Odysseyware was also awarded the 2016 EDDIE Award for Best Online Curriculum and Management System. The 21st Annual Education Software Review Awards (EDDIES), sponsored by ComputED Gazette, target innovative and content-rich software and websites that augment the classroom curriculum and improve teacher productivity by providing educators with the technology to foster educational excellence. Selection criteria includes:

- Academic Content
- Potential for Broad Classroom Use
- Technical Merit
- Subject Approach
- Management System

The image on the right consists of the awards and certifications Odysseyware has earned.

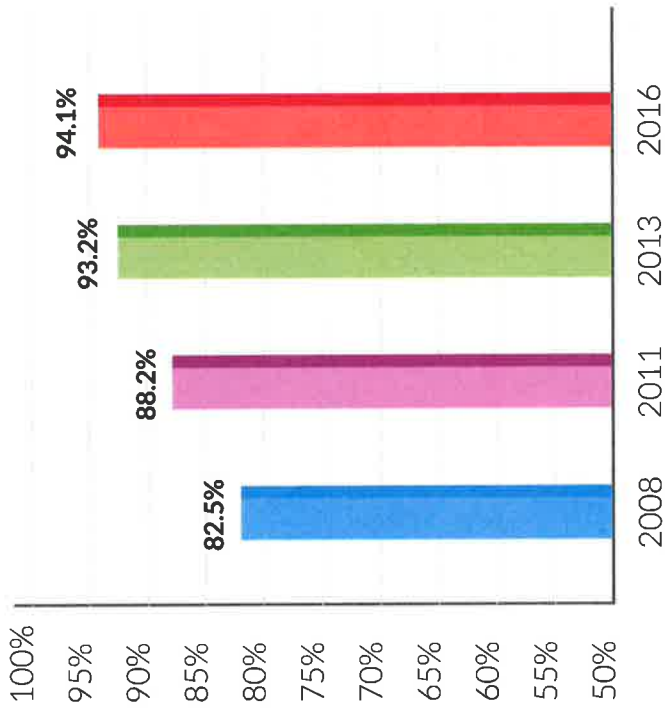


Our program can also be used to help support students in a virtual learning environment. Odysseyware may provide additional teaching resources, ranging from consultants experienced with setting up home/hospital bound support programs to virtual teachers who can help expand course offerings such as Advanced Placement or College Credit.

*Attach other information as required by the RFP including past parent and student feedback, key staff bios or resumes, and other relevant information.*

Odysseyware has been dedicated to supporting parents, students, and teachers for over 20 years. The case studies provided on the following pages demonstrates Odysseyware's positive impact on schools we have served. Our dedicated staff – including the bios for those who will be working with Magnolia directly – are provided later in this proposal.

## UNITED ISD GRADUATION RATE



United ISD improved its graduation rate from 82.5% in 2008 to 94.1% in 2016

# CASE STUDY

## Laredo, TX

United Independent School District (ISD) is located in Laredo, Texas—a border town with Mexico. Despite multiple challenges, the district's graduation rates have steadily improved in recent years.

### DISTRICT:

United Independent School District

### LOCATION:

Laredo, Texas

### STUDENT POPULATION:

- 43,191 students
- 75% economically disadvantaged students
- 48% English Language Learner (ELL) students



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*"The fact that Odysseyware has such robust customization features enables us to use the program in a large variety of ways."*

**Judith Garcia**  
Director of Curriculum & Instruction Technology



*"The translation features, text-to-speech, and vocabulary support in Odysseyware have ensured our ELL population is well supported."*

**Isela Jarrell**  
Online Curriculum Coordinator



## CHALLENGES

United ISD faces a host of challenges, one of which is the inconsistent school attendance of migrant students, who are under pressure to contribute financially to their household and thus move frequently based on crop-picking seasons. In addition, it is not uncommon for students in the district to exit high school as parents of multiple children or facing drug abuse issues. Despite these challenges—and others—the district leadership is committed to ensuring that these students do not become discouraged and leave high school saying, "I'll figure this out later."

## NEW INITIATIVES

United ISD adopted Odysseyware in 2007 as part of its initiatives to support these and other students, keep them on pace with their cohorts, and increase graduation rates. United ISD currently serves 1,000 students through its partnership with Odysseyware, and has implemented several programs to address the challenges it faces, particularly in the areas of Migrant Population/Students Who Relocate Mid-Year, Excessive Absences, and Special Education.

### Migrant Population/Students Who Relocate

**Mid-Year:** Migrant students leave in early fall and don't return until mid-spring. Now, they receive their Odysseyware login, a laptop, and a "hot spot" internet connection so they can complete their coursework regardless of location. In addition, support from teachers and school counselors, including occasional visits with some students out in the field, encourages this

student population to stick with their education and remain dedicated to their own success. Oftentimes, these students are the first in their family to graduate high school. Judith Garcia, Director of Curriculum & Instructional Technology for United ISD, estimates that this program has enabled dozens of students who would have otherwise given up on school to graduate.

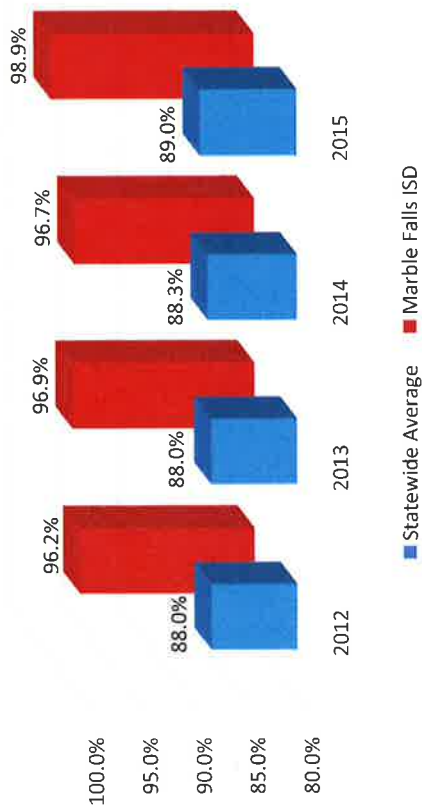
**Excessive Absences:** In some cases, students pass the state test but fail their class. This situation occurs most often in instances where students do not receive credit for a course due to excessive absences, in accordance with Texas Education Agency policies. Through the use of Odysseyware, the district can accelerate students to earning their required credits in nine weeks so they don't have to retake an 18-week class.

**Special Education:** District-wide use of Odysseyware enables Special Education students to experience consistency in learning. Teachers create customized courses in Odysseyware based on each student's Individualized Education Program (IEP). And because each Special Education student may be seen by different specialists, the district uses Odysseyware as a central point for managing information about that student's learning progress, including any notes the teachers or specialists document from their time with the student.

## RESULTS

Saenz says that because of FCHS and Odysseyware, the district is graduating 20 percent more students than they would have without the program. Test scores reflect that impact. 100 percent of kids who attend FCHS have failed end of course exams and fallen far short on the state STAAR tests. Now nearly 100 percent of these students pass both exams. Their progress is at a much higher rate than at traditional high schools in the state.

Graduation rates increased 2.8% in 4 years



# CASE STUDY MARBLE FALLS, TX

Falls Career High School, instituted 14 years ago, serves grade nine-through-twelve students who don't fit the traditional high school mold.

### DISTRICT:

Marble Falls Independent School District

### LOCATION:

Marble Falls, TX

### STUDENT PROFILE:

- o 4,000 students in MFISD
- o 70% economically disadvantaged at FCHS
- o 90% high school students at-risk at FCHS



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## CHALLENGES

Mike Saenz, English teacher at Falls Career High School, says district students often drop out because "real life gets in the way." Ninety percent of the Falls Career High School student population is considered at-risk. According to Saenz, most students choose to attend because they have a history of academic failure or because stress, fear, and anxiety prevent them from functioning well in a traditional school. The school also accommodates teenage parents, working students, and other struggling learners.

## NEW INITIATIVES

Seven years ago the high school instituted the use of Odysseyware, in part because of the broad range of electives it offered the small district, and also because of its impressive use of interactive multimedia to demonstrate concepts.

The school uses Odysseyware in the areas of Social Studies, Government, Economics, U.S. History and a range of science courses.

## CUSTOMIZED LEARNING

Our philosophy is that Odysseyware doesn't teach, but teachers teach with the support of the program," says Saenz. The versatility of Odysseyware digital curriculum allowed Saenz to create his own music history course from scratch. He says the program allows teachers to "meet kids where they are" and to adapt and personalize the curriculum for the eight to 10 students in each class.

**Mr. Mike Saenz  
English Teacher  
Falls Career High School**



## BLENDED LEARNING

Odysseyware combined with face to face instruction and classroom activities such as presentations, round table editing groups, and drama class plays, allow students to proceed at their own pace and gain the social skills that will lead to success in college and the workplace. Because of its limited enrollment and technology-based curriculum, the high school can also provide students with a more personalized experience, such as timely email messaging with teachers.

## CREDIT RECOVERY

Students can move more quickly through the curriculum and can do so to a great degree at their own time and pace, reports Saenz. Although students may be short credits or have failing grades or past poor attendance, they can now make up for those shortcomings through the program's flexible options.

## SUMMER SCHOOL

The district's summer school program uses Odysseyware to help high school students recover credits and get ahead on the curriculum. Odysseyware remains the central element of this growing program which currently serves more than 60 district high school students.

## FRESHMAN ACADEMY PROGRAM

The program, still in development, will allow 10 at-risk eighth grade students to receive a full year's individual instruction that focuses on both academic and behavioral issues to prepare them for the mainstream classroom.



*"We were impressed by the dynamic features in Odysseyware, including the science videos and many interactive elements. We were also drawn to the flexibility of the program which allows our teachers to customize lessons for individual students."*

**Mr. Chess Long  
Principal  
Falls Career High School**



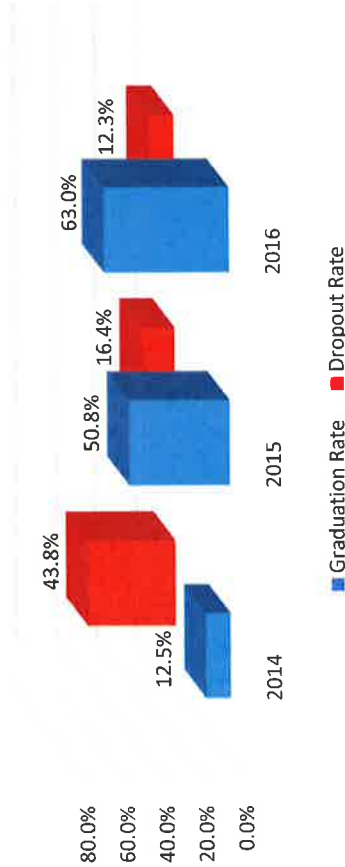
## RESULTS

Since implementing Odysseyware, MVOA has seen a substantial improvement in its graduation rate for credit deficient students, as well as a sizeable decrease in its dropout rate.

College Bound:

- 2015/16: 4 students accepted to 4-year university
- 2016/17: 6 students accepted to 4-year university

Graduation rate increased 404% and  
Dropout rate decreased 72% in 3 years



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# CASE STUDY

Moreno Valley, CA

Dr. Tammy Guzzetta, principal of Moreno Valley Online Academy, works closely with a team of five instructors and students' parents to ensure students meet necessary requirements to stay on track for graduation.

### DISTRICT:

Moreno Valley Unified School District

### LOCATION:

Moreno Valley, CA

### STUDENT POPULATION:

- 33,408 students
- 38 schools
- 148 online academy students
- 200 Adult Education students





## CHALLENGES

Students from grades 9 through 12 participate in MVOA and their parents are heavily involved. Some students enter the program looking to avoid situations involving bullying, while others are working through anxiety or other health issues. Participation in athletics, and other extra-curricular activities provide motivation and successfully balance academics in this program. Middle and high school groups include English Language Learners (ELL) and students with Individualized Education Plans (IEPs). MVOA also serves Graduation Opportunity (GO), which provides a path to graduation for credit deficient students, and adult education students seeking a high school diploma.

## NEW INITIATIVES

Students interested in MVOA must submit an Alternative Education Committee (AEC) packet through their counselor. Packets include transcripts, discipline records, attendance, grades, and test scores. Dr. Guzzetta, the student's teachers and counselor confer before deciding. "If we have a student earned Ds in high school, but we look back at their middle school grades and their grades were As, Bs, and Cs, that student will probably make it through here with a little bit of tutoring, help, modification of the curriculum," she explains. Curriculum options in Odysseyware enable teachers to design additional level-appropriate activities. Each grade level and subject area has its own lab, and schedules are posted on the MVOA website. Parents also give positive feedback on the user-friendly interface.

**Middle School:** The schedule includes a 30-minute daily session each morning for parents who have questions or would like to meet with the lab instructor in person. Odysseyware provides middle schoolers with an opportunity to focus, while their individual circumstances may not allow for this in a traditional classroom.

**High School:** For scheduling reasons, some students apply to participate in the online program. "If they pay attention, stick to [their required work], and don't fall behind, they can graduate early," says Dr. Guzzetta. "With a 3.0 GPA, they can go, as a junior, to the community college. Odysseyware opens all of that up." The one-on-one attention in the lab is instrumental in keeping these students on track for graduation.

**Graduation Opportunity (GO):** GO provides a solution in the form of credit recovery for juniors and seniors, paving a clear path to graduation. Most students come into this program with 100 or fewer credits, in a district that requires 225 credits for graduation. Today, 63% of students graduate with their peers.

**Adult Education:** The online adult education program, also headed by Dr. Guzzetta, provides Odysseyware during morning and evening hours to adult students earning their High School diploma. GED® classes offered in the evening utilize test prep features in Odysseyware to help students pass the 4 tests required to earn the GED. The Credit Recovery program requires in-person attendance once per week, while the rest of the work may be completed remotely.



*"With Odysseyware, students learn the technology, which is important because they're going to have to use it in college."*

**Dr. Tammy Guzzetta**  
MVOA Principal  
Moreno Valley, CA



The Adult Education program has grown from 2 to 200 students in 2 years.

*"Odysseyware teaches them skills, it teaches time management. They have 24 hours a day: they can accelerate if they want or they can just go by the calendar. Any type of learning style can be met."*

**Dr. Tammy Guzzetta**  
MVOA Principal  
Moreno Valley, CA



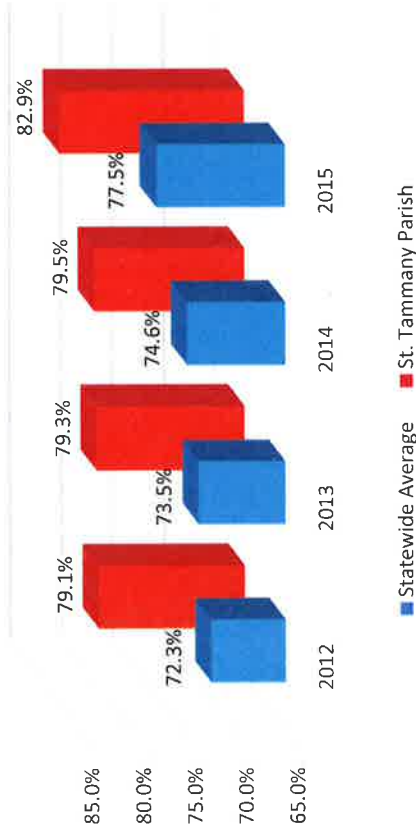
## NEW INITIATIVE

**BLENDED LEARNING:** Beginning in the fall of 2017, the district will be expanding its use of Odysseyware to offer a customized, **blended learning solution to more than a thousand high school students in Special Education.** This initiative will personalize learning for students as well as assist them to accelerate their individual progress.

Odysseyware gives coordinator Toni Rich the tools and flexibility to address, with customized and consistent learning, the challenges of:

- 500+ students a year
- Homebound learners
- Students in special education

### STPPS Graduation rate increased 4.8% over the last 4 years



# CASE STUDY

## Saint Tammany Parish, LA

Increased consistency and access for students with Odysseyware® digital curriculum.

The A3 Virtual Academy program provides courses and opportunities for credit recovery for a range of students---including struggling and homebound learners.

### DISTRICT:

Saint Tammany Parish Public School System

### LOCATION:

Saint Tammany Parish, LA

### STUDENT POPULATION:

- 38,681 students
- 44% economically disadvantaged students
- 24% students served by Special Education



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## CHALLENGES

The St. Tammany Parish Public School System (STPPS) boasts an "A" grade from the state's department of education, as well as numerous honors and recognitions that reflect its academic success with students. Nevertheless, the STPPS still faces many challenges. **With a large number of high school students expelled for behavior problems each year, it was necessary to find a way to ensure these learners could obtain the credits they needed to graduate** with their peers and go on to college and careers. Customizing the learning pathways for a large number of students in Special Education programs has been a difficult and time-consuming task for teachers.

## SOLUTIONS

The A3 Virtual Academy program was created 12 years ago to assist with the credit recovery of secondary students districtwide. Today, Odysseyware digital curriculum, course consistency, **and online access maximize teacher time and give students better learning options.**

**CONSISTENCY:** According to current Virtual Academy Coordinator, Toni Rich, the Virtual Academy program has undergone growing pains, including teachers tasked with crafting a whole new digital curriculum for the subjects they teach. "Individual teachers were cobbling together their own online resources and the

result was a somewhat inconsistent quality," says Rich.

Three years ago, the Virtual Academy began implementing Odysseyware, which solved the problem of inconsistency across courses. All students now receive **the same curriculum in English, Social Studies, Science, Math, College and Career readiness and other areas.**

**CREDIT RECOVERY:** With 24/7 online access to courses, Virtual Academy students have the flexibility to **complete activities at times convenient to them, which can accelerate completion from 18 to nine weeks.** "Students are tech-savvy and engaged," says Rich. "With this online one-on-one solution, behavior problems and socialization are no longer issues." Students especially enjoy Odysseyware videos, PowerPoint explanations and the ability to choose the text-to-speech voice that best suits them.

**The dramatic impact of the credit recovery program is reflected in its 88 percent passing rate within a district where the overall graduation rate is 80 percent.** This has allowed many formerly at-risk students to "walk the stage" with their graduating peers.

**HOMEBOUND STUDENTS:** Students who are sick or homebound because of physical impairments or other reasons can also **keep up with their classes through the Virtual Academy's online class offerings.**



*"Students are tech-savvy and engaged. With this online one-on-one solution, behavior problems and socialization are no longer issues."*

**Toni Rich**  
A3 Virtual Academy  
Coordinator



The dramatic impact of the credit recovery program is reflected in its 88 percent passing rate

*"If the district did not provide the A3 Virtual Academy, many students would go without receiving a diploma. Being able to graduate with peers gives them the self-esteem to become productive members of the community."*

**Toni Rich**  
A3 Virtual Academy  
Coordinator





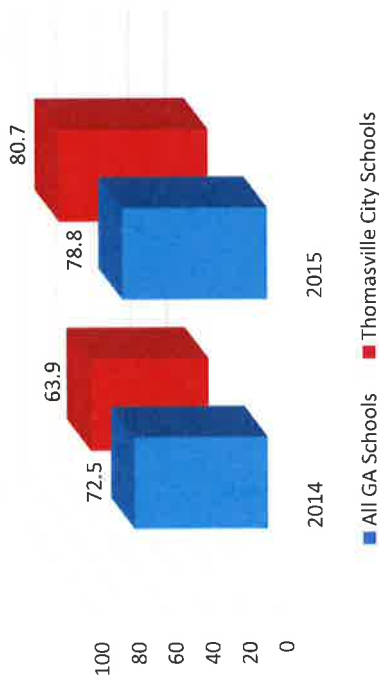
## SOLUTIONS

**Maximized Learning Time:** For students who benefit from learning outside of a conventional classroom setting, Odysseyware offers opportunities to maximize learning time. One gifted student was faced with choosing between completing a required course or an AP course. With Odysseyware, the scheduling conflict became a non-issue, as the student could complete the AP course virtually. The resulting flexibility allows for optimization of each student license.

**Minimized Financial Burden:** Through the Scholars Academy, activities covered by the district that previously cost additional money are now covered by the district are free to students as part of the program's offerings. Minimized burden for families is part of value brought by Odysseyware.

**True Flexibility and Self Pacing:** The greatest benefit from Odysseyware is the students' ability to take responsibility for their own learning and be accountable for self-pacing.

**26% Increase in graduation rate.  
Now exceeds state average.**



# CASE STUDY

## Thomasville, GA

Odysseyware programs have enabled increased student flexibility. Many students have noted that the virtual courses are more rigorous than some of their brick-and-mortar courses have been in the past.

**DISTRICT:**  
Thomasville City Schools

**LOCATION:**  
Thomasville, GA

**STUDENT POPULATION:**

- o 3,100 students
- o 66.42% economically disadvantaged students
- o 61 virtual students
- o 96 alternative school students



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Odysseyware.com | 877.795.8904

## CHALLENGES

Three years ago the district faced challenges including maximizing learning time, managing financial limitations, working with students with behavioral/disciplinary challenges, and improving pacing. -whether that pace is accelerated or more segmented than it would be in a conventional classroom.

## NEW INITIATIVES

Since Thomasville City Schools implemented Odysseyware three years ago, they have witnessed a real change: parents want more for their children than just going through the motions. Students and their parents can truly customize their education through a variety of programs such as New Beginnings, the Thomasville City Performance Center, ACCEL credit recovery, and the Virtual/Hybrid program.

**NEW BEGINNINGS:** This non-punitive, drop-back-in program is geared to students who need to be placed into an accelerated level of study to complete their graduation requirements on time. Facilitated by the current Thomasville City Odysseyware administrator, New Beginnings is run in half-day sessions.

## THOMASVILLE CITY PERFORMANCE CENTER:

Thomasville City's TCPC provides a placement alternative for about 100 students with discipline issues. Students representing a wide range of grade levels attend TCPC,

often at the same time. Since the cost of teaching each of the classes directly is cost prohibitive, it's critical for the district to have an option where the staff can facilitate the material as needed, so this brick-and-mortar site uses Odysseyware as its curriculum.

**ACCEL:** Thomasville's credit recovery program is geared to students who have failed a course and need to receive the required credit to move forward in their education or graduate. Students come to the lab for this program and attend the rest of their classes in a brick-and-mortar setting.

**VIRTUAL/HYBRID PROGRAM:** Dr. Oldham and his colleagues considered their options in looking for a way to market this program to a broader group that would include a virtual lab to accommodate homeschooled students as well as out-of-district students. In this program, students can be fully enrolled, fully virtual, or hybrid, which includes in-school attendance for electives or subjects chosen by the parent, and virtual attendance for the rest.

**Grades 3 to 5:** Currently available at Scott Elementary. The district is looking to expand it to its other elementary schools in the future.  
**Grades 6 to 12:** Students can participate in the Scholars Academy, now available to full-time, virtual, and hybrid students. Prior to 2016, this accelerated college-prep program was limited to a brick-and-mortar setting.

*"We don't just sign them up and say, 'See you at the end of the year.' We monitor them as they go through with our own instructors."*

**Dr. Daniel Oldham**  
**Assistant Superintendent**  
**Thomasville City Schools**

*"The flexibility Odysseyware has created for our students is incredible."*



*"Odysseyware helps districts have their cake and eat it too. You can have your public school that you love, and be a part of that community, but also provide flexibility to do other things that weren't around when we were in school."*

**Dr. Daniel Oldham**  
**Assistant Superintendent**  
**Thomasville City Schools**



## Magnolia Public Schools Online Curriculum and eLearning Programs

### PROPOSAL CONTENT

*Full details of the bidder's Proposal including: general approach, methods, and explanations of how all RFP specifications will be achieved.*

### SCOPE OF WORK AND QUALIFICATIONS

*At a minimum, the vendor and platform should provide solutions and meet criteria in the following areas:*

- *A catalog of core and elective courses for grades TK-12 that are aligned with University of California A-G requirements, including CTE and World Language courses.*

### A-G COURSES

Over 120 Odysseyware courses – including Core courses, Electives, and CTE courses – have been approved by the University of California Office of the President for meeting A-G college entrance requirements.

Odysseyware currently offers over 40 core courses and electives in English Language Arts, Mathematics, Science, History/Social Science, World Languages, and Fine Arts. Additionally, Odysseyware offers over 50 CTE courses, in subjects including, but not limited to:

- |                           |                                 |
|---------------------------|---------------------------------|
| • Health Science          | • Architecture and Construction |
| • Hospitality and Tourism | • Education and Training        |
| • Human Services          | • Finance                       |
| • Information Technology  | • Manufacturing                 |
| • STEM                    | • Marketing                     |

The following lists represent the 98 current Odysseyware 2017-2018 school year A-G approved courses. Also included are course submissions for approval, denoted by an asterisk.

### CORE COURSES & ELECTIVES (TOTAL: 44)

#### ENGLISH LANGUAGE ARTS (8)

- English 9
- English 10
- English 11
- English 12
- English I Fundamentals
- English II Fundamentals
- English III Fundamentals
- English IV Fundamentals

Magnolia Public Schools  
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**SCIENCE (6)**

- Earth Science
- Biology
- Chemistry
- Physics
- Environmental Science
- Integrated Physics and Chemistry

**MATHEMATICS (12)**

- Algebra I
- Geometry
- Algebra II
- Algebra I Fundamentals
- Geometry Fundamentals\*
- Algebra II Fundamentals\*
- Integrated Mathematics I: Common Core
- Integrated Mathematics II: Common Core
- Integrated Mathematics III: Common Core
- Pre-calculus – Common Core
- Consumer Math
- Trigonometry

**HISTORY – SOCIAL SCIENCE (11)**

- World Geography
- World Civilizations
- World History, Culture, and Geography: The Modern World
- United States History, Culture, and Geography: Continuity and Change in the Twentieth Century
- United States History: Foundations to Present
- Principles of American Democracy
- Economics
- Civil War
- Psychology
- Twentieth Century American History
- Vietnam Era

**WORLD LANGUAGES (5) (ODYSSEYWARE ACADEMIC SERVICES)**

- French I
- French II
- Spanish I
- Spanish II
- Spanish III\*



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**FINE ARTS (2)**

- Music Appreciation
- Music History

**CAREER AND TECHNICAL EDUCATION COURSES (TOTAL: 54)**

**AGRICULTURE, FOOD & NATURAL RESOURCES (6)**

- Introduction to Agriculture, Food, and Natural Resources
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems\*
- Food Products and Processing Systems
- Natural Resource Systems

**BUSINESS MANAGEMENT & ADMINISTRATION (8)**

- Business Law
- Career Management\*
- Office 2010 Applications I Microsoft Word®, PowerPoint®, and Publisher®\*
- Office 2010 Applications 2 Microsoft Excel® and Access®\*
- Office 2013 Applications I Microsoft Word®, PowerPoint®, and Publisher®\*
- Office 2013 Applications 2 Microsoft Excel® and Access®\*
- Principles of Business and Finance
- Small Business Entrepreneurship\*

**HEALTH SCIENCE (7)**

- Introduction to Careers in the Health Sciences
- Careers in Allied Health\*
- Nursing: Unlimited Possibilities and Unlimited Potential
- Physicians, Pharmacists, Dentists, Veterinarians, and Other Doctors
- Public Health: Discovering the Big Picture in Health Care
- Scientific Discovery and Development\*
- Therapeutics: The Art of Restoring and Maintaining Wellness\*

**HOSPITALITY AND TOURISM (7)**

- Food and Beverage Management\*
- Food Safety and Sanitation\*
- Lodging Operations Management\*
- Marketing and Sales for Tourism and Hospitality\*
- Planning Meetings and Special Events\*
- Sustainable Service Management for Hospitality and Tourism\*
- Transportation and Tours for the Traveler\*

## Magnolia Public Schools Online Curriculum and eLearning Programs

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### HUMAN SERVICES (2)

- Counseling and Mental Health Services\*
- Early Childhood Development and Services\*

### INFORMATION TECHNOLOGY (6)

- Fundamentals of Computer Systems\*
- Fundamentals of Digital Media\*
- Fundamentals of Programming and Software Development\*
- Network System Design\*
- New Applications: Web Development in the 21st Century\*
- Software Development Tools\*

### LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY (3)

- Corrections: Policies and Procedures
- Fire and Emergency Services\*
- Legal Services

### SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) (6)

- Engineering and Design
- Engineering and Innovation
- Principles of Technology and Engineering
- Science and Mathematics in the Real World\*
- Scientific Research\*
- STEM and Problem Solving\*

### ARCHITECTURE AND CONSTRUCTION (1)

- Construction Careers\*

### ARTS, A/V TECHNOLOGY & COMMUNICATIONS (1)

- A/V Technology and Film Careers\*

### EDUCATION AND TRAINING (1)

- Teaching and Training Careers\*

### FINANCE (1)

- Banking Services Careers\*

### GOVERNMENT AND PUBLIC ADMINISTRATION (1)

- National Security Careers\*

## Magnolia Public Schools *Online Curriculum and eLearning Programs*

### MANUFACTURING (2)

- Introduction to Careers in Manufacturing\*
- Careers in Manufacturing Processes

### MARKETING (1)

- Careers in Marketing Research

### TRANSPORTATION, DISTRIBUTION & LOGISTICS (1)

- Careers in Logistics Planning and Management Services\*

### CTE

Odysseyware's 80+ CTE courses allow students to explore interests outside of the Common Core curriculum and to become better prepared for postsecondary success. Courses can be delivered fully online or as part of a Blended Learning model to supplement MPS' existing CTE programs. Providing online CTE courses also enables students who are not part of a traditional CTE program to explore career options. Odysseyware offers CTE courses in all 16 career clusters, listed below:

- Middle School Career Exploration
- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Human Services
- Hospitality & Tourism
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics



Beginning in middle school, students have access to a variety of career exploration courses to help determine a beneficial career pathway. As students have an idea of their interests and abilities, middle school is an opportune time to introduce career development skills and to begin drafting post-graduation plans. Career clusters include a progression of related courses,

## Magnolia Public Schools *Online Curriculum and eLearning Programs*

supporting students in their preparation for career pathway-specific certifications. This process is illustrated in the image below.



Each Odysseyware CTE course includes project-based assessments culminating in a capstone project, extending student knowledge and understanding as students apply what they learn in real-world situations. Embedded customization features allow for the creation of cross-curricular lessons, projects, and courses, enabling teachers to add CTE lessons to Core and Elective Odysseyware courses, and vice versa.

### WORLD LANGUAGES

Odysseyware offers three levels of Spanish and French. Additional courses in German, Latin, and Mandarin are to be deployed in Spring 2018. These are available through our Academic Services offer, in which an Odysseyware teacher, certified in California, will help administer these courses.

Through Odysseyware Academy, we offer the following world languages:

#### ELEMENTARY

- Spanish I
- Spanish II
- French I
- German I
- Chinese I

#### MIDDLE SCHOOL

- Spanish I
- Spanish II
- French I
- French II
- German I
- German II
- Chinese I
- Chinese II

#### HIGH SCHOOL

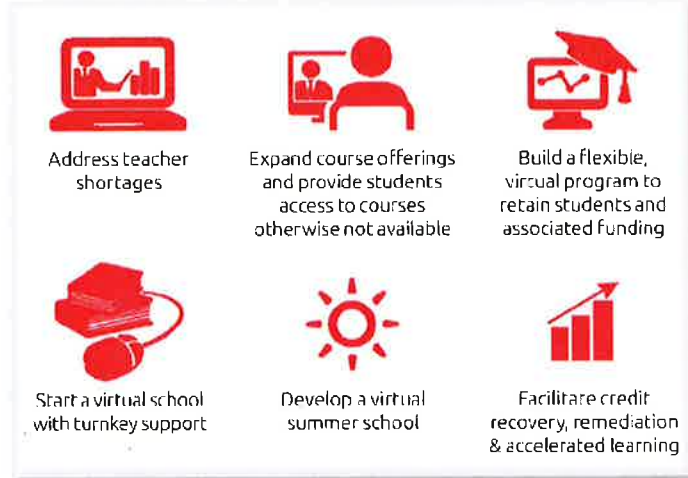
- Spanish I
- Spanish II
- Spanish III
- Spanish AP
- French I
- French II
- French III
- French AP
- German I
- German II
- Chinese I
- Chinese II
- Latin I
- Latin II

## Magnolia Public Schools Online Curriculum and eLearning Programs

- A team of certified teachers with proper endorsements.

### ACADEMIC SERVICES

Odysseyware Academic Services provides award-winning Core, Elective, CTE curriculum, and instructional tools with state-certified teachers for grades 3-12. We also provide instructional and support services to schools and districts looking to expand their course offerings, address teacher shortages, and retain students in need of a virtual learning option. The image to the right outlines the features Odysseyware Academic Services offers



Odysseyware Academic Services includes the support of teachers certified in your state, helping to address these common challenges below:

Your Needs	Program Highlights
<p><b>ADDRESSING TEACHER SHORTAGES:</b></p> <ul style="list-style-type: none"> <li>• For specialized subjects due to lack of candidates and/or budget constraints.</li> <li>• To expand course offerings in CTE, electives, world languages, test prep and/or AP® courses.</li> <li>• To provide students with long-term subs during teacher FMLA or other extended leave of absence</li> </ul>	<ul style="list-style-type: none"> <li>• 100+ state certified teachers</li> <li>• 160+ Core semester courses, Grades 3-12</li> <li>• 80+ CTE courses</li> <li>• Electives including:                             <ul style="list-style-type: none"> <li>○ Fine Arts</li> <li>○ World Languages</li> <li>○ Health and Physical Education</li> <li>○ AP Courses</li> <li>○ Test Prep</li> <li>○ K-8 Remediation courses</li> </ul> </li> <li>• All within a single platform</li> </ul>
<p><b>RETAIN STUDENTS</b> – and associated FTE funding – who are looking at schools outside of the Organization, and recruit those who have left MPS.</p>	<p>Students complete courses at any pace, anytime, anywhere – on their own schedule. As Odysseyware offers rolling enrollments, students may enroll any time of year.</p>
<p><b>VIRTUAL PROGRAMS</b> for homebound students, alternative learners, and students looking for accelerated options.</p>	<p>Students can work at school, home, the library – anywhere they access the internet – and monitor their own progress with</p>



## Magnolia Public Schools Online Curriculum and eLearning Programs

	computer-based feedback and support from virtual teachers.
<b>CREDIT RECOVERY AND/OR REMEDIATION</b> for at-risk and struggling students.	Students are automatically assigned individualized learning paths based on diagnostic assessment results. With our SPARK K-8 remediation courses, students work on mastering foundational skills.
<b>VIRTUAL SUMMER SCHOOL</b> to alleviate logistical/staffing challenges associated with brick-and-mortar programs.	Our staff processes enrollments, communicates student progress to parent(s) and the school, and provides technical and academic support.
<b>ACCREDITED</b> and NCAA <sup>®</sup> -approved courses	Odysseyware Academy has received top accreditation from AdvancED <sup>®</sup> and NCAA.
<b>TEACHER ACCESSIBILITY AND EASE OF USE</b> for both students and educators.	Best-in-class Partnership Support Services including asynchronous and synchronous support through our message system, help notes, Academic Hotline, and Virtual Office Hours, as well as real-time SIS reporting

Please Note: Course offerings vary state-to-state and are subject to change based on our teachers' certifications.

Odysseyware Academic Services encompasses:

### **BASIC ENROLLMENT**

- State-Certified Teachers
- Odysseyware Curriculum & System
- Grading & Feedback
- Weekly Live Office Hours
- Academic Hotline
- Technical Support Hotline
- Weekly Student Support & Communication

### **ACADEMIC ADVISEMENT**

- Course Registration
- Student Orientation Support
- Weekly Student Progress Monitoring
- Proactive Communication with School/District
- End-Of-Course Management



## Magnolia Public Schools *Online Curriculum and eLearning Programs*

### **CUSTOM COURSE CREATION**

- Course & Content Renaming
- Content Removal, Resequencing & Additions

### **PARTNERSHIP SUPPORT SERVICES**

- Implementation and Planning
- Formative Program Review/Planning
- Phone/Email Support
- Registration/Enrollment Support
- Progress Emails on Overall Program

### **PARTNERSHIP TRAINING**

- Webinar training session preparing District staff to answer basic questions about the Odysseyware program
- Review student progress in Genius
- Communication with the Odysseyware Academy partnership manager
- Identify & promote best practices for online students

### **EXTENDED SERVICES**

- Services for students who need academic modifications & additional support

### **VIRTUAL SCHOOL PLANNING & CONSULTING**

- Two-day workshop analyzing the need for a virtual school
- Review current districts' practices impacting virtual school development
- Develop an action plan & timeline to implement a virtual school

Districts utilizing Odysseyware Academic Services have access to our academic and technical support. This access includes a real-time student information system, providing full visibility to student progress, attendance, and teacher communications.



## Magnolia Public Schools Online Curriculum and eLearning Programs

- *A catalog of mastery-based credit recovery courses*

### MASTERY-BASED LEARNING

Odysseyware's online digital curriculum provides the key elements schools and districts require to support a mastery-based learning program. Educators meet the needs of all students with personalized learning paths – allowing them to guide instruction – while students can steer the pace and elements of their learning. Students progress forward upon success demonstration, allowing students more time to master challenging concepts and skills. As such, students set goals for themselves, reviewing progress and therefore raising engagement and achievement levels.

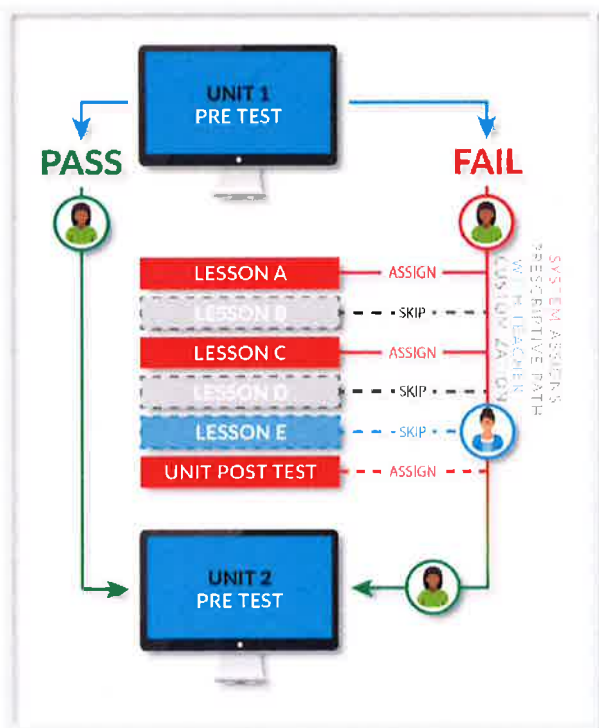
Odysseyware provides key elements for personalized learning, including:

- Teacher-Facilitated Instruction
- Built-in Assessments and Reporting
- Flexible and Customizable Curriculum

Additionally, the Administrator Portal – described in detail later in this proposal – enables educators to help accelerate student learning. The Administrator Portal dashboard allows teachers to view student progress, which is presented visually. As such, educators can address individual needs more efficiently and effectively. A unique drill-down feature shows data by campus, class, student, and assignment. The dashboard also provides at-a-glance information on individual student performance, time on task, and pacing.

Odysseyware provides a single platform for effortless navigation and ease-of-use; therefore, educators are not required to install, combine, or learn several programs, interfaces, or logins. Teachers and administrators can also customize courses to alter the sequence, insert lessons or projects from other Odysseyware courses, or create and incorporate teacher-authored content.

Our Prescriptive (CRx) mode determines the content a student has already mastered and the skills requiring development, automatically customizing the content of a course; the student is exposed only to the lessons and activities pertaining to the content the student requires to complete the course. This is not only much more engaging



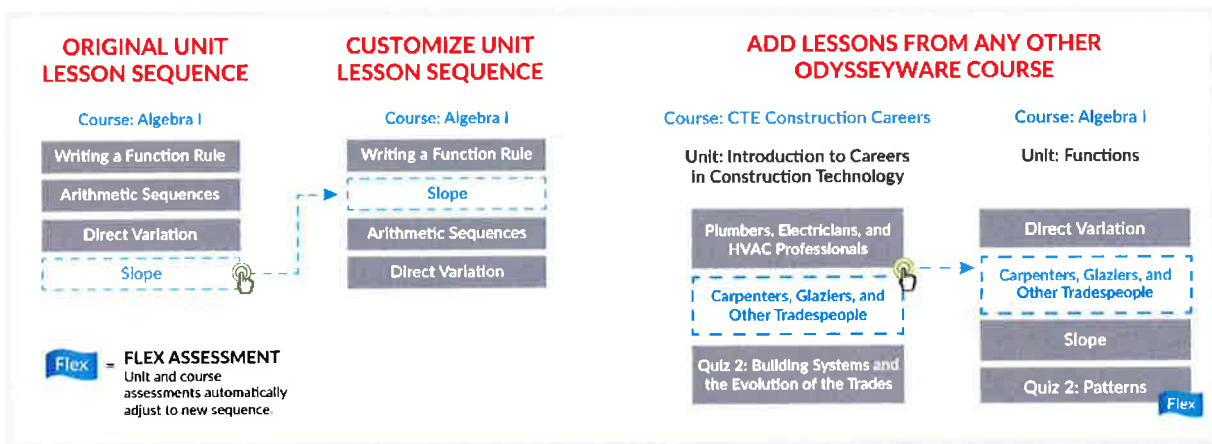
## Magnolia Public Schools Online Curriculum and eLearning Programs

for students, but also builds efficiencies into Intervention and Credit Recovery programs, speeding up a student's ability to finish a course and get back on track towards graduation.

Throughout the program, teachers have access to a variety of reporting dashboards allowing them to track progress and monitor student achievement. If a student is struggling or accelerating, teachers using Odysseyware have many ways to adjust their students' learning to accommodate for their change – such as stopping the program to offer additional help or adjusting assignments to challenge students.

### COURSE CUSTOMIZATION

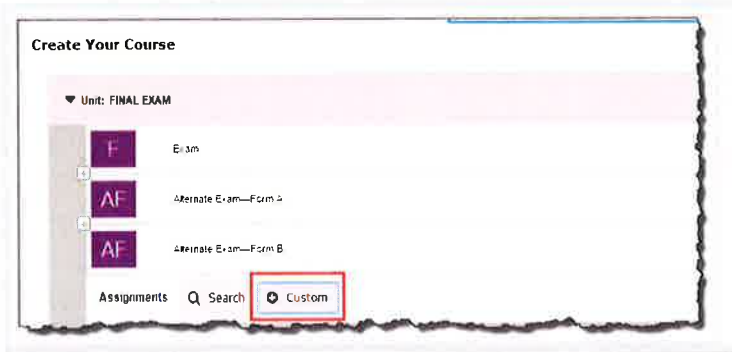
Although each Odysseyware course is complete and can be delivered as is, these courses can also be customized. From the Administrator Portal, educators may access any course in the library and modify it. Instructors may assign groups of lessons within a unit to their students or pace the lessons as they wish, customizing the pace of the course or augmenting their own syllabus with new content. As demonstrated below, they can reorder lessons to match their class pace, remove content they may find irrelevant, and include content from any other course.



This last feature is particularly appealing to creative teachers. It can help answer the age-old question, "Why do I have to learn this?" Teachers can customize courses by drawing lessons from any Odysseyware course; they can even include a lesson from a CTE course in a Core academic course. If a teacher, for example, has a group of students in his Geometry class who is interested in construction, he may insert a lesson on roofing just after introducing the concept of calculating slope. This customization feature offers teachers and their students an incredible range of learning possibilities that build relevance and help students engage.

## Magnolia Public Schools Online Curriculum and eLearning Programs

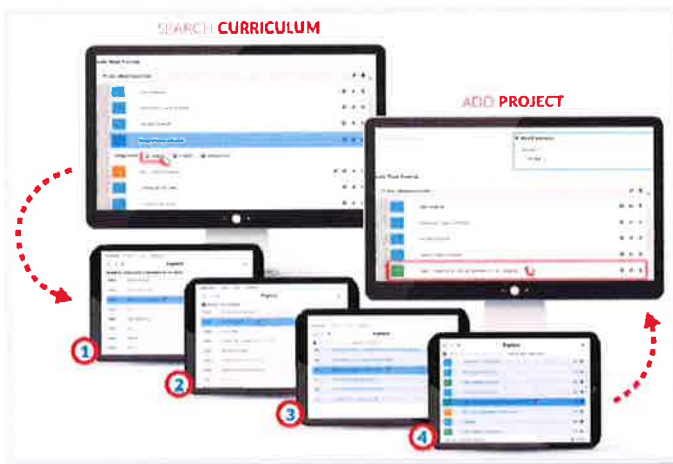
The platform allows teachers to customize pacing, adjust syllabi, leverage prescriptive learning plans, and manage cross-curricular course content. Odysseyware also gives teachers the ability to build their own content. The Teacher Authoring Tool empowers teachers to create anything from a single lesson, project, quiz, or test – to an entire course. The tool can also be used to easily customize, enhance, or alter existing Odysseyware lessons.



Featuring an intuitive interface and drag-and-drop functionality, the Teacher Authoring Tool allows educators to embed a rich variety of content into their lesson plans, such as: Web 2.0 tools, videos, animations, and text and learning games and activities. Odysseyware's drag-and-drop course customization feature allows instructors to order units and lessons to reflect the required or preferred course scope and sequence. This feature also assists instructors in aligning their courses with established standards and to address individual learner needs.

The customization features allow teachers to:

- Insert units, lessons, projects, or quizzes from other Odysseyware courses
- Add teacher-created custom lessons and projects
- Delete or skip lessons
- Set individual course levels for every student
- Adjust the instructional sequence of Odysseyware courses
- Create cross curricula courses and resources



Once created, these assignments can become part of a course authored completely by the educator or integrated into a created course using existing Odysseyware content. These lessons can also be shared, so if a collection of Magnolia's greatest educators were to draft their most successful lessons, these will be available to all teachers using the program.

Additional information regarding Odysseyware's Teacher Authoring Tool is available on our website at the following link: <https://www.odysseyware.com/teacher-authoring-tool>.



## Magnolia Public Schools Online Curriculum and eLearning Programs

As teachers or curriculum teams create custom courses by adjusting scope and sequence and adding newly authored lessons, the Odysseyware platform automatically creates and updates corresponding assessments with our Flex Assessment technology. Tests and quizzes are created based on the lesson sequence and custom course content so only appropriate test content is delivered to students. This is yet another method in which Odysseyware ensures the content delivered to students remains fresh, relevant to students' interest, and highly engaging.

### NWEA PARTNERSHIP

NWEA™ and Odysseyware have partnered to enhance MPS' capacity to act on rich Measures of Academic Progress® (MAP) Growth™ assessment data and assist students to grow further, faster. NWEA MAP Growth assessment results can now be imported directly into Odysseyware to generate individualized learning paths, using curriculum lessons that support each student's area of instructional need – whether for remediation or enrichment.

Odysseyware's prescriptive learning paths address major goals and topics in math, language, and reading. Additionally, the content sequence reflects developmental levels along the MAP Rasch Unit (RIT) scale – a performance metric comparing each student's achievement to national grade level norms, including state standards and Common Core. Odysseyware's visual displays show student performance relative to national grade-level norms and our customization tools enable teachers to enroll full paths or focus on specific goals or topics.



- *A secure, electronic learning management system that permits real-time visibility to each student's progress and login information.*

Odysseyware provides teachers, students, and parents with role-specific interfaces. These interfaces permit real-time visibility, monitoring student's progress, time logged in, and course progress. Additional information regarding Odysseyware's three interfaces are provided below.

### ADMINISTRATOR PORTAL

Administrators access the website through the same login page as students, providing users with real-time, immediate, relevant, and timely information – such as student progress,

## Magnolia Public Schools Online Curriculum and eLearning Programs

messages from students, actions required, and alerts about student assignments. The image below is an example of the Administrator Portal Home Page.

**Odysseyware®** Logged into Springfield Elementary  
NEW FEATURES LOGOUT

HOME ASSIGNMENT ALERTS SCHOOL SETTINGS TEACHER/ADMIN STUDENTS PARENTS COURSE ENROLLMENT GRADEBOOK COURSES REPORTS MESSAGES 25

### Welcome, Michael

Welcome to Odysseyware! You're about to discover great things.  
Fall is in the air! Weather changes frequently in October. Be sure to bring a coat or sweatshirt to school.

Activity Stream Calendar

New Messages		
Date	From	Subject
10/18/2017	Hurst, Michael	Batch Enrollment Result
10/18/2017	Hurst, Michael	Batch Enrollment Result
10/10/2017	Hurst, Michael	Batch Enrollment Result
10/10/2017	Hurst, Michael	Batch Enrollment Result
10/10/2017	Hurst, Michael	Batch Enrollment Result
10/10/2017	Hurst, Michael	Batch Enrollment Result

Your top 10 unread messages are shown above.

Actions		
Student	Title	Actions
High School	A Picture is Worth a Thousi	Help Request
High School	A Picture is Worth a Thousi	Help Request
Beatrice Hurst	Project: Research a Career	Help Request
Beatrice Hurst	Project: Newton's Law	Grade Assignment
Beatrice Hurst	Project: Newton's Law	Grade Assignment

10 View 1 - 7 of 7

Assignment Alerts						
Type	Student	Course	Unit	Title	Date	Activity
L	Hurst, Henry	Hurst Mathematics Spring	1	6. Comparing Decimals Using Symb	10/28/2017 01:02 am	Overdue
L	Student, CTE	CTE Student Mathematics Spring	1	15. Defining Congruent Triangles	10/28/2017 01:02 am	Overdue
L	Student, CRX	Student Reading Spring	1	5. Identifying Relationships and Inte	10/28/2017 01:01 am	Overdue

Upon logging in, teachers view a list of actions which functions as a quick “to do” list from which they can grade assignments, make new assignments, or address help requests. Assignment Alerts provide an up-to-the-minute view of every student’s recent progress requiring immediate teacher attention. For example, if a student has missed a deadline for his assignment, an alert on the “to do” list may prompt a teacher to contact the student about the missed deadline and reassign the lesson.

The navigation bar across the top of the home page gives teachers an opportunity to dive into a variety of features and capabilities, such as:

- Adding New Students
- Adjusting Course Content
- Managing Username/Passwords
- Generating Reports



## Magnolia Public Schools *Online Curriculum and eLearning Programs*

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For example, selecting the “Student” tab allows the teacher to review an individual’s performance and to adjust their assignments or re-assign an assessment for a re-take.

Teachers gain access to the reporting dashboard via the Administrator Portal. Teachers use the reporting dashboard to view student progress, generate class reports, and even create grades. The granularity of insight provides great diagnostic potential for teachers. For example, instructors can view the amount of time a student spends on a lesson or project; this is a valuable tool in determining why a student might be failing. If a student were spending only a few minutes on a lesson, he is likely disengaged. This might explain low performance or raise a flag to an instructor that something may be wrong.

In this instance, an instructor may perform the following actions:

- Freeze the course
- Block an upcoming assessment
- Contact the student directly

This granular level of insight, coupled with a variety of Administrator tools, makes it possible for virtual teachers to identify student need early and intervene in very helpful ways.

The two overarching concepts of the Administrator Portal are relevance and ease of use. Time sensitive, critical information is displayed first, and role-based user profiles make it possible for administrators to access only information pertaining to their work. Additionally, the system is lean in design and allows administrators to access their portal from essentially any computer with an internet connection and a compatible browser. Odysseyware uses HTML5, so there is no need for users – teachers or students – to download plug-ins such as Flash.

It’s important to note that once a teacher logs into this site, their experience is the same regardless of what courses they may be administering or what grades they may be teaching. Instructors do not need to log out and back in to manage a different set of students or courses. The interface is consistent – teachers always know what to expect. Information is prioritized with instructors’ needs in mind, who will not need to be trained on the use of different systems.

This uninhibited access to different courses and consistent platform experience yields amazing opportunities for creative teachers interested in building cross-curricular courses that are more relevant – and therefore more engaging – to their students.

Additional information regarding Odysseyware’s reporting features are provided later in this proposal.

## Magnolia Public Schools Online Curriculum and eLearning Programs

### STUDENT PORTAL

Students access Odysseyware courses by using their unique user name and password online. Once logged in, students are immediately taken to their individual page, where they gain access to assignments, correspond with teachers, and view their progress reports.

The first time a student visits the site, they will view a short video introducing the site and providing helpful hints, as evidenced in the image on the right.



Students will also learn how to get help if needed – throughout the site a question tab is available, providing students with a toll-free number to call if experiencing technical issues. Additionally, students may contact their teachers for content-related questions at any time through this page. Once the students watch the short video, they are prepared to begin their courses, understanding the proper steps to be taken if they ever encounter an issue.

The screenshot shows the Odysseyware student portal interface. At the top, there is a navigation bar with the Odysseyware logo and icons for LEARN, MESSAGES, HELP, and SIGN OUT. Below the navigation bar, there are tabs for ASSIGNMENTS and COURSES. The main content area displays a list of assignments for three different courses:

2017 HS CTE				
Due	Type	Title	Score	Status
09-20-2017 Exercises	[Icon]	A Partner is Worth a Thousand Words		Assigned [Arrow]
02-06-2017	[Icon]	Agriculture and the Economy		Assigned [Arrow]
02-07-2018	[Icon]	Exploring the Adult Health Competency Model		Assigned [Arrow]
04-05-2018	[Icon]	Project: Protecting the Crime Scene and Evidence		Assigned [Arrow]
2017 HS English Language Arts				
Due	Type	Title	Score	Status
09-20-2017 Exercises	[Icon]	"The Gift of the Magi" Cuzon and Emily		Assigned [Arrow]
02-07-2018	[Icon]	"The Road Not Taken" and "Song of the Open Road" Poems Punnett and Pelagius		Assigned [Arrow]
2017 HS Mathematics				
Due	Type	Title	Score	Status
02-06-2018 Exercises	[Icon]	Interpreting Data		Assigned [Arrow]

Each course contains a list of lessons, projects, quizzes and tests a student may simply click to launch, an example of which is provided above. Upon opening a lesson, the student immediately views the lesson title, overview, and objectives. This assists the student in understanding the purpose and outcome of their work as they proceed through the lesson.

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Following the lesson overview, important academic vocabulary is highlighted to introduce students to new terms they will need to understand the lesson. The presentation of this vocabulary follows Marzano's models, providing exposure to the words and an opportunity to interact with the words in an arcade game feature, introducing the new term in a fun way. An example of this page is provided below.

The screenshot shows a lesson page on Odysseyware. At the top, there is a navigation bar with icons for 'LEARN', 'MESSAGE', 'HELP', and 'SIGN OUT'. Below this is a blue header with 'ASSIGNMENTS', 'COURSES', and 'QUESTIONS' tabs. The main content area is titled 'HOW TO' and contains sections for 'OBJECTIVES' and 'VOCABULARY'. The 'OBJECTIVES' section lists four tasks: 'Cite specific textual evidence to support explicit and inferential analysis of text', 'Locate details that support a theme and analyze how those details shape the theme', 'Identify form and rhyme scheme in poetry', and 'Paraphrase a poem'. The 'VOCABULARY' section lists three terms: 'dramatic situation' (the circumstantial context of the poem), 'rhyme scheme' (a poem's pattern of rhyming), and 'speaker' (the character 'speaking' the poem). At the bottom of the page, there is a 'Vocab Arcade' button.

Lessons are composed of an even mix of text and media. This is intentional. Odysseyware has found that text-heavy lessons tend to be difficult to maintain student engagement and lessons with long, lecture-like videos also lose student attention. By providing appropriate text length, students can develop the reading stamina needed to succeed on standardized tests as well as in the workplace.

Odysseyware lessons use a social-media approach to video incorporation, keeping the video content short and relevant. Students have full control over the video, pausing or navigating to a specific portion of the video for note taking or review. Odysseyware courses also incorporate interactive elements, such as puzzles and games, to further engage students. The mélange of learning elements contained within each lesson establishes a great pace to keep students actively learning.

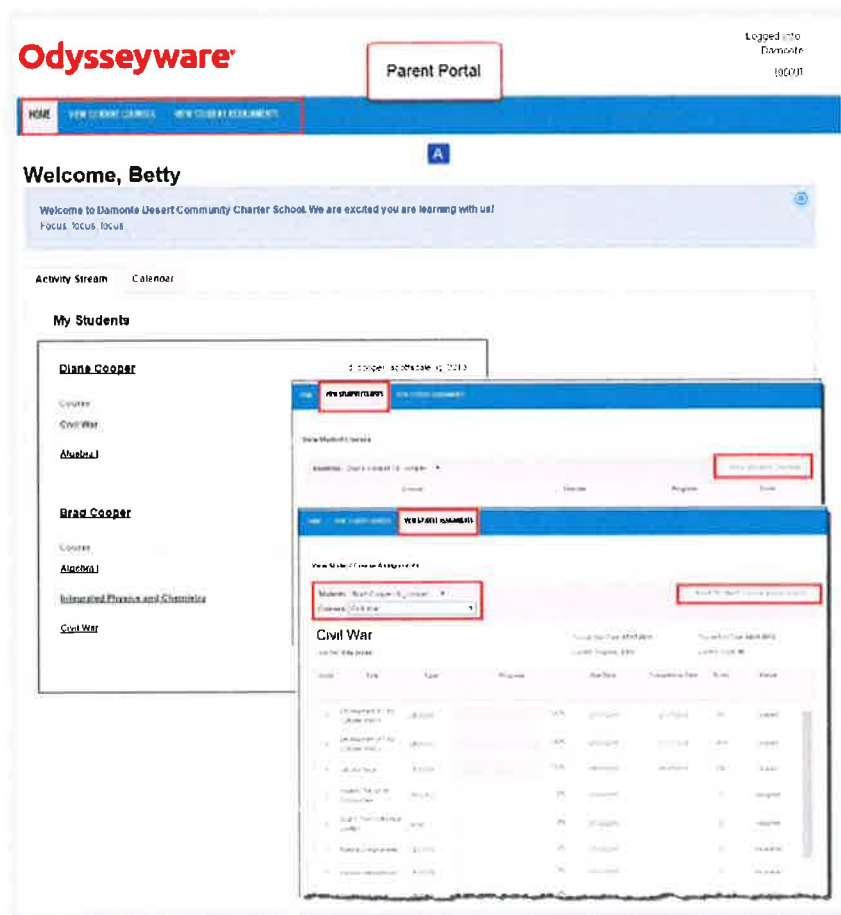
### PARENT PORTAL

Odysseyware also provides teachers the ability to share information about student progress and assignments with parents. Parents and guardians have access to a Parent Portal, allowing them to review students' progress in courses and assignments, view the school calendar, and

## Magnolia Public Schools Online Curriculum and eLearning Programs

run student progress reports. This is great way to maintain parent engagement in their child's learning and establish a positive connection between parents and teachers.

The information provided on the Parent Portal provides detailed accounts of completed work, missing work, and assigned work. Features including group messaging and a calendar also make it possible for teachers to notify parents of important upcoming events, such as conferences or tests.



Multiple students can be linked to a parent's portal page. In the illustration above, Betty can view the progress of both of her students' activity from a single landing page. This makes it incredibly easy for parents to check in and stay active in their family's learning.

- *Adaptable courses to meet IEP and 504 needs.*

### ADAPTABLE COURSES FOR INDIVIDUAL STUDENTS

The Odysseyware platform delivers a variety of accommodation supports for students with disabilities, adapting courses to meet both Individual Education Plan (IEP) and 504 needs. For

## Magnolia Public Schools Online Curriculum and eLearning Programs

example, visually impaired students may listen to read-alouds of content available in six different voices and six fluency rates. Videos are transcribed, and graphics have been alt-tagged for read descriptions as well. All videos are transcribed for students with hearing impairments.

Teachers may make student-level modifications to adhere to a student's IEP or for students requiring additional time to complete a course who may benefit from different types of evaluation. For example, if a student requires additional time on a particular course, the instructor may adjust the due dates, as well as the number of attempts the student is allowed in completing a lesson or assessment. Instructors may also take an IEP into account when setting grade weights on assessments. Odysseyware offers targeted Professional Development to help teachers optimize their use of our program in additional instruction settings, such as Special Education or Intervention.

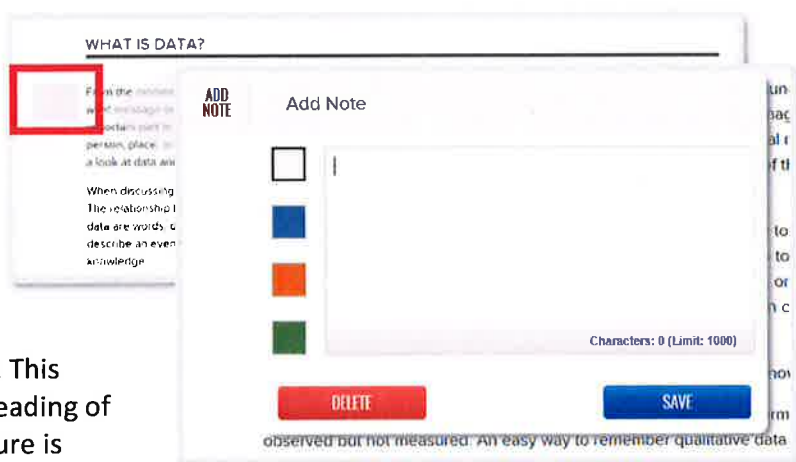
Using Odysseyware, instructors can also modify the content of a course to deliver unique lessons or activities most appropriate for students with special needs. This grants teachers greater control over what their special education student may see, the pace at which they are working, and how they are being evaluated. These modifications are completed at the individual student level, not a class level, so students receive a customized course appropriate for their specific need or IEP.

Although the Odysseyware platform includes many native applications – described below – assisting students with special needs, the program is web-based and therefore any third-party device, such as refreshable Braille readers or text enlargement devices – i.e. Dragon Speak – may be used with Odysseyware content if the devices are compatible with the computer and browser used when accessing the Odysseyware platform.

Some of the features especially helpful for students with disabilities include:

### **GHOST TABS**

Along the margins of the text, students can hover over “ghost tabs,” which call forth a note pad where students may insert their observations or notes to themselves. These notes may be printed out for later use, color coded, and maintained for as long as the student is enrolled in the course. This feature enables students close-reading of the text. An example of this feature is provided below.

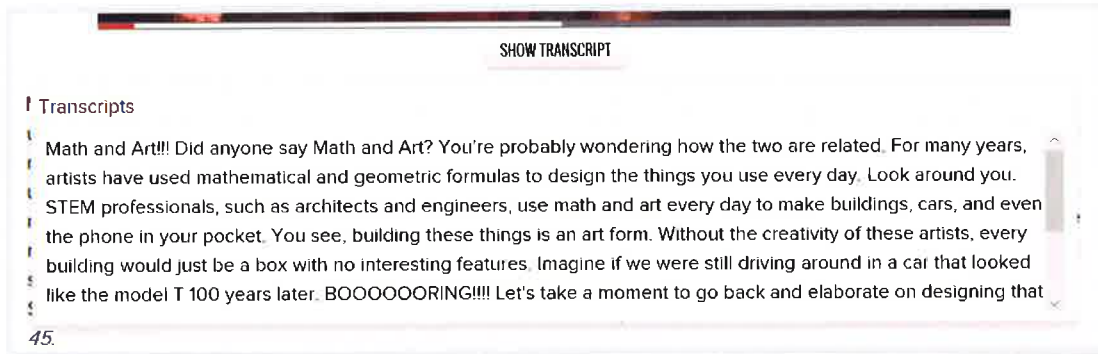




## Magnolia Public Schools Online Curriculum and eLearning Programs

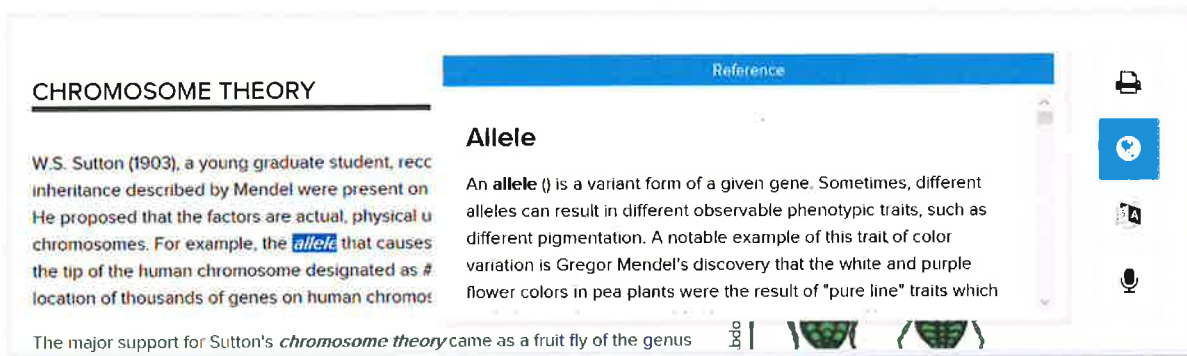
### TRANSCRIPTS

With each video, a written transcript is available. Students may simply click the “transcript” option to view written text of what is said in the video. This is especially useful for students with hearing impairments. This can also help students taking notes. An example of Odysseyware’s transcript feature is provided below.



### LOOKUP

A small bar on the right side of the page gives students the ability to look up words or terms that may be new to them. If a student encounters a term they do not understand, they simply highlight the term and click the globe icon. This accesses the internet, retrieving relevant definitions to help the student understand the term immediately. There is no need for students to leave the program to search independently for unfamiliar terms – it’s embedded directly in the program. Please see below for an example of this feature.



### READ ALOUD

For young or emerging readers, unfamiliar or difficult to understand text may be read aloud. The student need only to highlight the text and click the speaker icon to launch a read-aloud feature. The student will also have the option to choose from several different voices when using this feature. Any text on the screen may be highlighted and read aloud for the student.









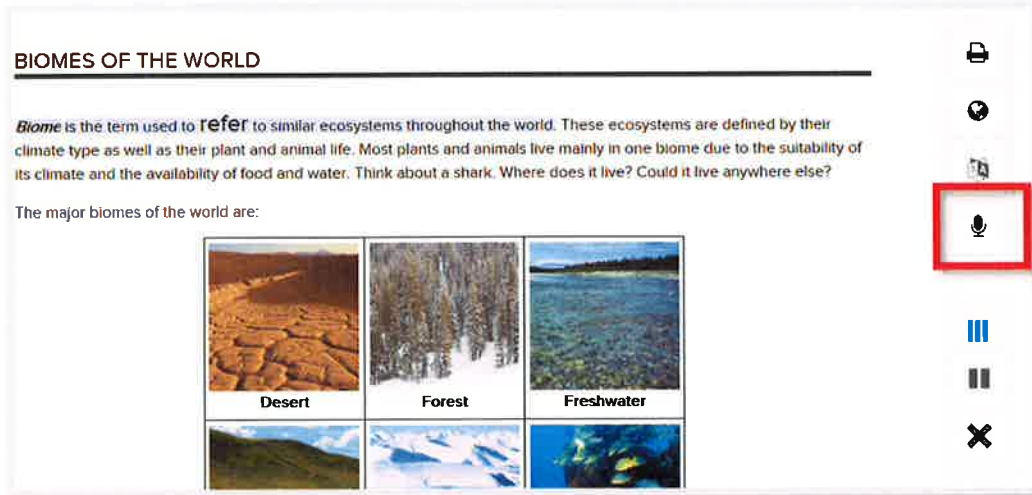
## Magnolia Public Schools Online Curriculum and eLearning Programs

**BIOMES OF THE WORLD**

**Biome** is the term used to refer to similar ecosystems throughout the world. These ecosystems are defined by their climate type as well as their plant and animal life. Most plants and animals live mainly in one biome due to the suitability of its climate and the availability of food and water. Think about a shark. Where does it live? Could it live anywhere else?

The major biomes of the world are:

		
Desert	Forest	Freshwater
		



### TRANSLATION

This feature is exceptionally important for English Language Learners. If a student is struggling with English, Odysseyware provides the opportunity to translate any text on the page into 23 different languages. As with the features mentioned above, the student simply highlights the text and clicks the translation icon. A pop-up screen appears with the text translated into that student's selected language. An example of the pop-up screen is provided below.

**"THE ROAD NOT TAKEN" AND "SONG OF THE OPEN RO**

عشيد: بقله نصية ممددة ادم الصلح الصريح والاعتمادى الفس

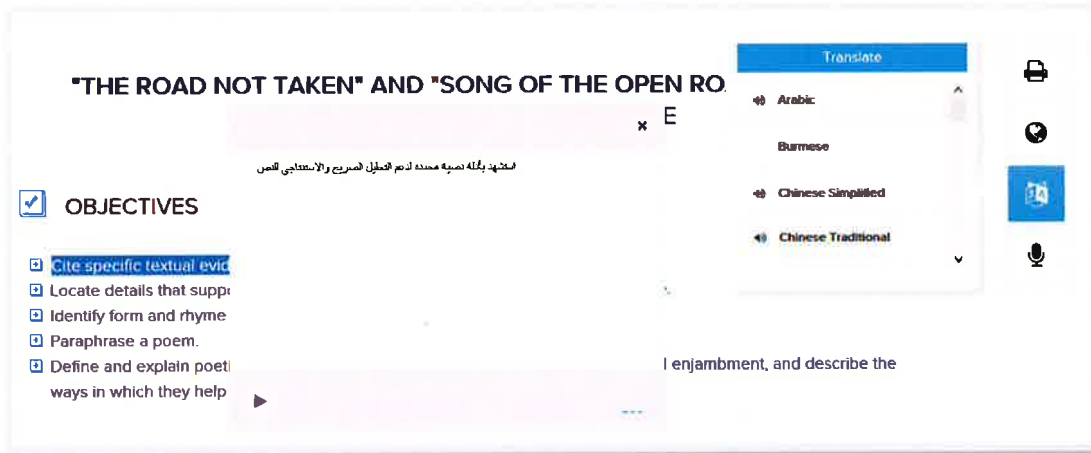
OBJECTIVES

- Cite specific textual evid
- Locate details that suppr
- Identify form and rhyme
- Paraphrase a poem.
- Define and explain poeti ways in which they help

enjambment, and describe the

Translate

- Arabic
- Burmese
- Chinese Simplified
- Chinese Traditional



### AUDIO TRANSLATION

If a student is an emerging reader, an English Language Learner, or if they are not fully literate in their native language – the student may click the play button within the translation box; an interpreter will read the translated text aloud for the student. This is extraordinarily helpful for teachers who are not native speakers and have struggling students with different language challenges. An example Odysseyware's audio translation feature is provided below.

## Magnolia Public Schools Online Curriculum and eLearning Programs

**PROJECT: PROTECTING THE CRIME SCENE AND EV**

You've now read about the f  
primary task of the first respo  
all the first responder activity  
EMS and fire department em

**Projekt:** A bűnözés helyszíne és bizonyítékalnak  
védelme

of the Ir  
a big res  
the first  
port, anc

Translate

Haitian Creole

Hindi

Hungarian

Indonesian

**Assignment Director**

Go the Virtual Crime Scene \

Read through the introductory page carefully, then resume by clicking on "English."

### MESSAGE

Students may at any point write a note to their teacher using the message tab. When the student clicks the message icon, a text box opens into which the student may add a question or comment that is sent to their instructor. The message is linked to the specific question or lesson the student was viewing at that time. For example, if the student submits a question as vague as "I don't understand," the corresponding lesson content appears when the teacher opens the message. As such, there is no need for teachers to follow up or spend time tracking the student work to decipher the question because the information is already provided. Please see the image below for an example of the message feature.

1 2 3 4 5 6

What do you need help with?

Which sentence best describes the "Game of Thrones"?

Animals are people.

Animals are a lower level of intelligence.

Animals should be protected.

Animals understand human emotions.

Write message

SEND

NEXT QUESTION

ASK FOR HELP

## Magnolia Public Schools Online Curriculum and eLearning Programs

### WRITING TOOL

Odysseyware incorporates writing across the curriculum. Our writing tool offers students extensive support, providing word count figures, spelling and grammar check tools, as well as targeted and live feedback advising students on methods to strengthen their writing.

The system also provides an overall writing score accounting for:

- Grade Level Writing Abilities
- Readability – i.e. sentence form and complexity
- Overall Topic Agreement – i.e. lesson vocabulary word utilization

Although the teacher has the final decision on a students' writing grade, the system provides great feedback and support to strengthen writing skills. The image on the right is an example of the type of direction student may receive when utilizing the Writer Tool.

Explain - to be

Passive voice

**Revise to be with active voice**

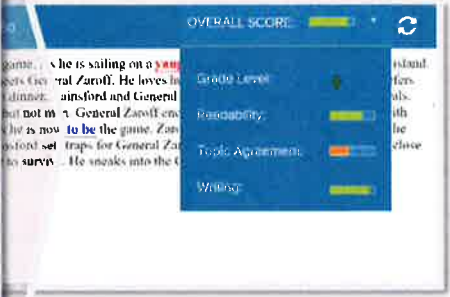
Active voice makes it clear who is doing what. In an active sentence, the person that is acting is the subject. Passive sentences obscure or omit the sentence subject.

Use passive voice when the sentence object is more important than the subject. The active voice is generally easier to read.

**Examples (subject, object)**

Before: Our results will be discussed.

After: We will discuss our results.



The features listed above are available throughout the platform for every course.

Adapting the student learning experience may be one of Odysseyware's greatest strengths. The program offers teachers a variety of ways to customize courses to engage students on a personal level. For example, a teacher who recognizes that one of her students is interested in architecture, could add lessons and activities related to this subject in her course on Geometry – adapting the course either for the specific student or entire class. This type of course customization is boundless with Odysseyware, engaging students by demonstrating real world concepts and adapting the curriculum to meet student needs.

Teachers may add, remove, reorder, or modify lessons within a course to meet their own pacing or adjust content that may have already been covered or deserves additional emphasis. Using the program's pacing guide, teachers can individualize each student's learning calendar by setting start and end dates for each enrollment and assign deadlines for completing each lesson and assessment. Students, parents, teachers, and administrators are then able to monitor progress to see if the student is on track, behind, or ahead of schedule. Teachers can also manage time on task, pace assignments, manage assessment attempts, and adjust the length of the course. A mastery mode – described above – may also be used to automatically adjust the amount and type of content a student will see based upon the student's test scores.

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- *Data to draw reports from such as course completion percentages, grades, student activity time, etc.*

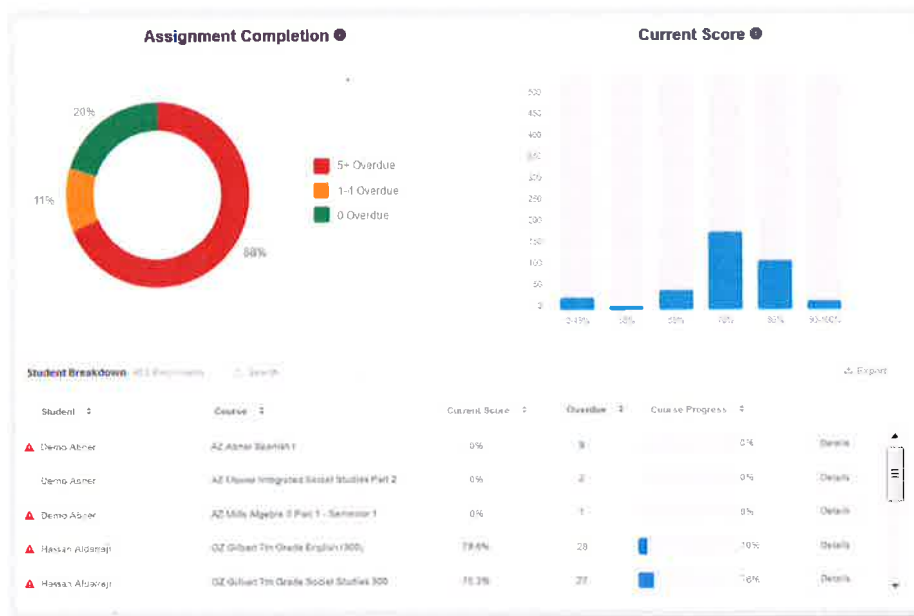
### REPORTING

Odysseyware dashboards allow real-time data to inform instruction. They provide teachers the tools needed to evaluate student performance, determine the level of student mastery, intervene if necessary, and make changes to strategy.

The easy-to-use interactive dashboard provides:

- Visual reports of student progress for individuals
- Comprehensive view of all students assigned to the teacher
- Comprehensive view of all students assigned to the campus for administrator view
- Teachers are able to quickly identify at-risk students
- User-friendly export function for both teachers and administrators to share with students and parents
- One-click access to the Odysseyware gradebook

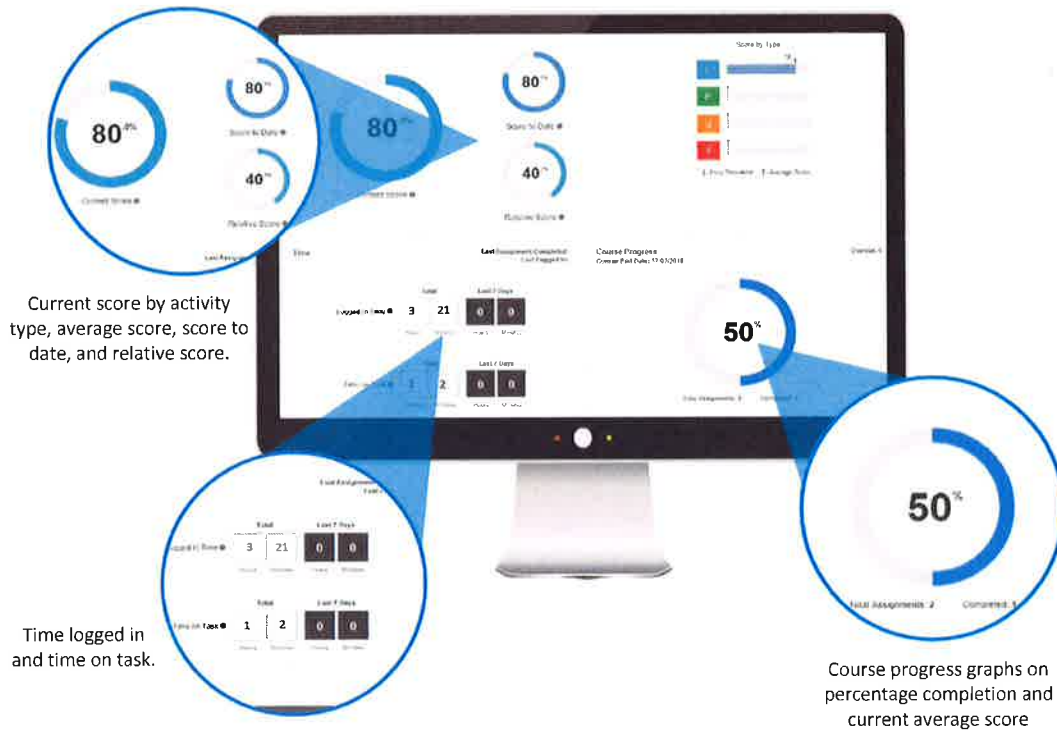
An example of Odysseyware's report dashboard is provided below.



The actionable data included in the Odysseyware dashboard represents essential progress measurements for students. This includes several score figures, including current score by activity type, average score, and relative score. Teachers can also view the time students are logged in and the amount time spent on a specific task. Course progress graphs are also

## Magnolia Public Schools Online Curriculum and eLearning Programs

available, showing percentage completion and the current average score. The image provided below reflects Odysseyware's progress measurement dashboard.



The reporting dashboard appears whenever teachers and administrators click the Reports Tab present in the Administrative Portal, which was described in detail above. The dashboard is one of many reporting options already available for teacher and administrator use.

Within the Odysseyware Learning Management System, teachers and administrators can monitor student progress and generate data reports such as pre- and post-test scores, student activity summary, student unit grades, detailed student grading, track grade overrides, and more.

Administrators can generate reports, grouping data by individual student, groups of students, class, campus – which could include a school or group of schools – teacher, course, and more. This sorting is available for most of the activity reports listed in the left-hand column of the screenshot below:

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The screenshot displays the Odysseyware reporting interface. On the left is a navigation menu with the following items: Home, Course Completion Breakdown, Course Percentage Complete, Course Progress Monitor, Detailed Student Grading, Faculty Progress, Group Overview, Group Progress, Login/Logout Times, Pre/Post Test Scores, Student Activity Daily Breakdown, Student Activity Summary, Student Lesson Plan, Student Progress, and Student Unit Grades. The main area contains three filter sections:

- Select Time-frame:** A table with columns 'Term', 'Start Date', and 'End Date'. It lists '2018 School Year' (10/09/2017 to 06/08/2018), '2018 Winter' (12/26/2017 to 01/05/2018), and '2018 Spring' (01/08/2018 to 06/08/2018). Below the table is a 'Record Count: 3' and 'Start Date' and 'End Date' input fields.
- Select Campus:** A table with columns 'Campus ID'. It shows 'None provided' and a 'Record Count: 1'.
- Select Enrollments:** A section with a 'Show/Refresh' button and a table with columns 'Course', 'Edition', 'Student', 'Teacher', 'Status', and 'Reason'.

All reports may be exported in different formats – including Excel and PDF – allowing teachers to share them with administrators, teachers, parents, and students.

The following reports are available in Odysseyware:

### **COURSE COMPLETION BREAKDOWN**

Shows administrators course progress for all students in each course by decile percentage

### **COURSE PERCENTAGE COMPLETE**

View the percentage of course completion along with the current scores for completed assignments

### **COURSE PROGRESS MONITOR**

Shows administrators the number of students who are behind, on target, or who have not yet started a course

### **DETAILED STUDENT GRADING**

Monitor student grades at the assignment, unit, and course levels along with time on tasks

### **FACULTY PROGRESS**

Displays teachers' daily to-dos for their students



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<b>GROUP OVERVIEW</b>	View the course grade and percentage complete by course for all the members of a selected group
<b>GROUP PROGRESS</b>	View the average course grade and percentage for your group by enrollment
<b>LOGIN/LOGOUT TIMES</b>	See how much time students spend logged into their student accounts
<b>PRE/POST TEST SCORES</b>	Monitor growth through a pre-test/post-test score comparison for courses using Course Prescriptive (CRx) Mode
<b>STUDENT ACTIVITY DAILY BREAKDOWN</b>	A detailed log of students' daily activity in their courses
<b>STUDENT ACTIVITY SUMMARY</b>	Calculates student time-on-task for each enrolled course over a specified time frame
<b>STUDENT LESSON PLAN</b>	Observe all student assignments for courses along with their due dates
<b>STUDENT PROGRESS</b>	A comprehensive look at your students' scores, progress, and time on task
<b>STUDENT UNIT GRADES</b>	Monitor student scores unit-by-unit along with their cumulative scores for completed units
<b>TRACK GRADE OVERRIDES</b>	Shows changes to student assignment grades and what teacher made them

- *Have (3) three plus years' experience providing mentioned services.*

Odysseyware possesses nearly 20 years of experience performing the services described in Magnolia's RFP.

- *Agree to a year-to-year non-exclusive contract.*

Odysseyware agrees to a year-to-year non-exclusive contract.

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### PROPOSAL REQUIREMENTS

*The desired partner is one who has provided a wide-range of products and services to small, medium and large-sized institutions. It is expected that the selected company will be able to provide the following information:*

1. *Provide an overview of the system. Attach any relevant marketing materials and data sheets in the Appendices.*

### PRODUCT OVERVIEW

Odysseyware is a leading provider of award-winning, online curriculum and eLearning solutions for public, virtual, charter, and alternative schools. Odysseyware serves over 5,000 schools nationwide and serves several hundred thousand students daily, who are enrolled in at least one course. Odysseyware's learning tools provide administrators, teachers, and students with powerful learning solutions that can be utilized in a myriad of instructional settings including Credit Recovery, Home Study, Blended Learning, and more. Our complete online course library is delivered to instructors and students via an online platform, delivering Individualized instruction and customizable content, thereby meeting the unique needs of each student.

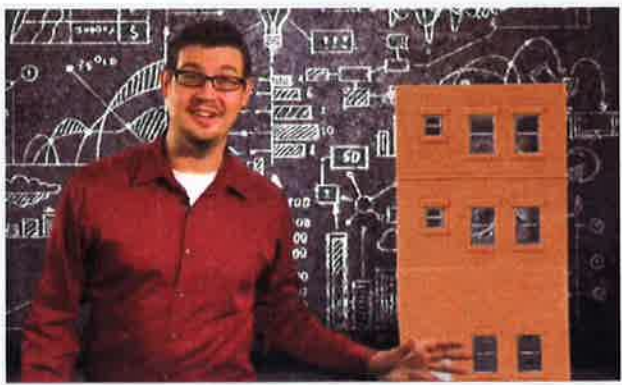
Odysseyware curriculum includes:

- 300+ Core Semester Courses for Grades 3-12
- 80+ Career Technical Education (CTE) Courses
- AP® Courses
- Test Prep
- K-8 Remediation Courses
- Electives
  - Fine Arts
  - World Languages
  - Health and Physical Education
- 30+ Social-Emotional Learning (SEL) Courses

A complete course guide is provided in Appendix A. As noted below, the courses we include with this proposal provide MPS instructors and students with abundant opportunities to grow and work towards graduation.

As students work on their courses, they have opportunities to demonstrate their knowledge in projects and with a variety of different assessments. Each lesson contains questions a student must answer to complete the assignment and advance through the course as determined by the instructor. Both formative and benchmark assessments are included within the courses at appropriate moments, so instructors can monitor student progress and intervene appropriately throughout the student's learning.

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The platform is entirely web-based and hosted by Odysseyware. Students and teachers only need a username, password, and internet connection to access the program; no plug-ins or apps are required – only a browser.

Odysseyware offers several options for integration, including the use of Clever and API development with most district information systems to assist with rostering and reporting. Prior to integration,

Odysseyware technology experts will collaborate with implementation teams to evaluate and create a plan that works best for MPS.

Odysseyware employs a highly-talented team of experts to assist with training and support. At the beginning of our contract, an implementation specialist shall work with MPS leaders to create a training and implementation program meeting your specific needs.

2. *Describe the features, functions, and capabilities of your system as they relate to these key aspects of MPS:*

a. *Catalogs of variety of courses built specifically for students' grades TK-12, scope of sequence, standard correlation, types and features including virtual labs.*

### CURRICULUM

Odysseyware offers MPS our entire course library. This provides instructors and students with access to Core academic programs, Elective courses, and CTE courses. Additionally, the courses are aligned to the California State Standards; every content build begins with the applicable state standards to which we refer in all phases of development. This ensures each course covers what it needs to cover.

Each Odysseyware course is comprised of multiple units containing lessons, projects, quizzes, and tests. These are sequentially arranged according a prescriptive learning path. The lessons contain learning elements such as:

- Vocabulary Games
- Videos
- Interactive Labs
- Text

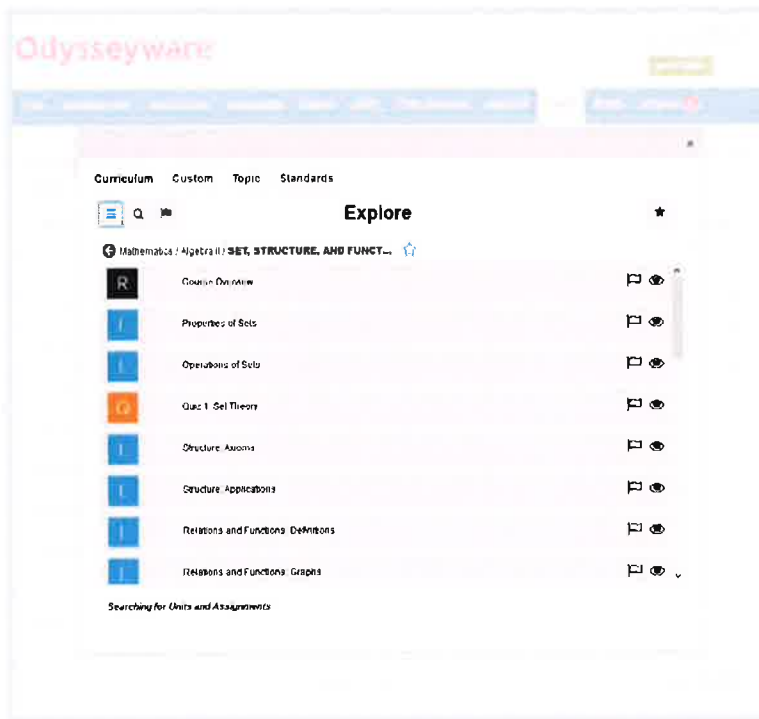
The content provided within each course mixes different types of media, ensuring the student remains engaged. Written text is augmented with short videos and interactive games, creating a variable experience, while simultaneously employing a Gradual Release of Responsibility –

## Magnolia Public Schools Online Curriculum and eLearning Programs

students first see a demonstration of a new concept, then have an opportunity to engage and practice, until finally they are able to demonstrate the concept themselves.

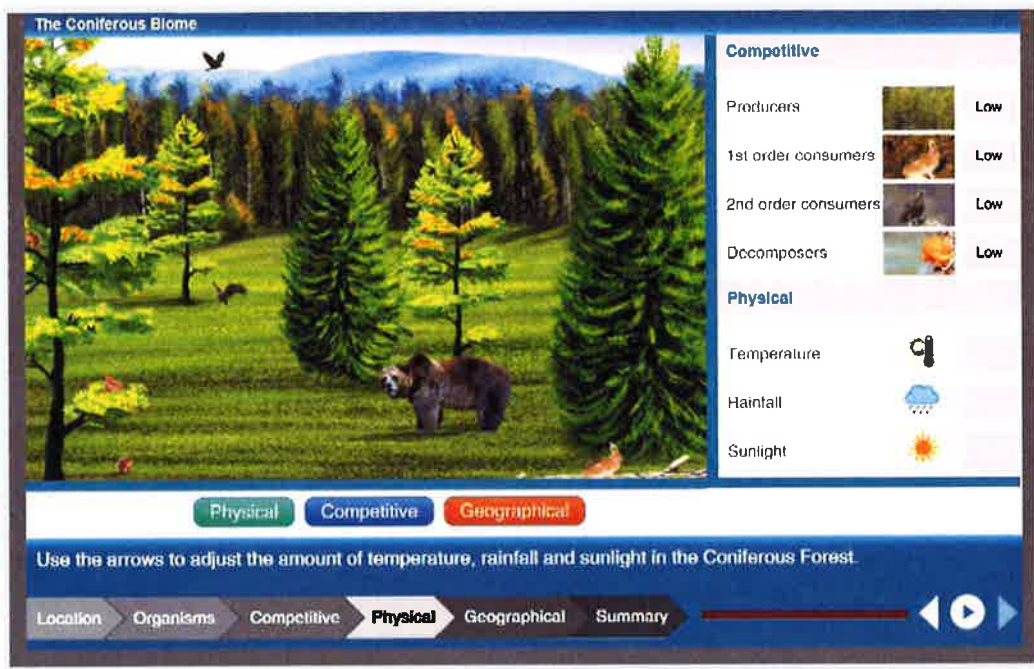
Courses include a mixture of real world and online lab activities and experiments. Each Course Overview lists all the experiments and activities within that course, as well as any required materials. All lessons, projects, and experiments are a part of the course itself. There are no additional costs or third-party products required.

The curriculum is designed to empower students to build proficiency and progressively move toward content mastery, capture accomplishments, and engage in rich and challenging real-world concepts. The interactive learning activities, direct-instruction videos, and multi-media content emphasize real-world scenarios. Students complete performance tasks and projects at higher levels of Depth of Knowledge (DOK) to develop and apply skills to complex, real-world situations.



Instructional content includes current, relevant images to illustrate concepts and provide contextual clues, and simulations with which students can interact – either directly in the system or apply as real-life science and field data gathering experiences. An example of this feature is provided below.

## Magnolia Public Schools Online Curriculum and eLearning Programs



The content design supports and encourages student engagement and student motivation with the following activities and resources:

- Student Feedback & Progress Monitoring
- Interactive Games & Activities
- Virtual Labs for Math & Science
- Interesting & Relatable Readings & Texts
- Re-Teaching Options
- Translation – Read-Alouds
- ELL & Special Education Supports
- Personalized Learning Plans
- Authentic Learning Environments
- Inquiry-Based Instruction
- Active Thinking
- Ability to Customize Content
- Consistent & Easy to Use System
- Notes and Reviews
- Real World Applications

The standards-aligned lessons, projects, and instructional tools establish the goals of the instructional activity, provide background knowledge, present the learning objectives in a larger conceptual context, and introduce key academic vocabulary to prepare students for learning. The system incorporates a wide range of instructional models with the ability to customize and personalize learning for each student. As part of the lessons, students learn to use and apply content learning and higher order thinking skills via interpretation of data within spreadsheets, writing and editing, and word processing activities.

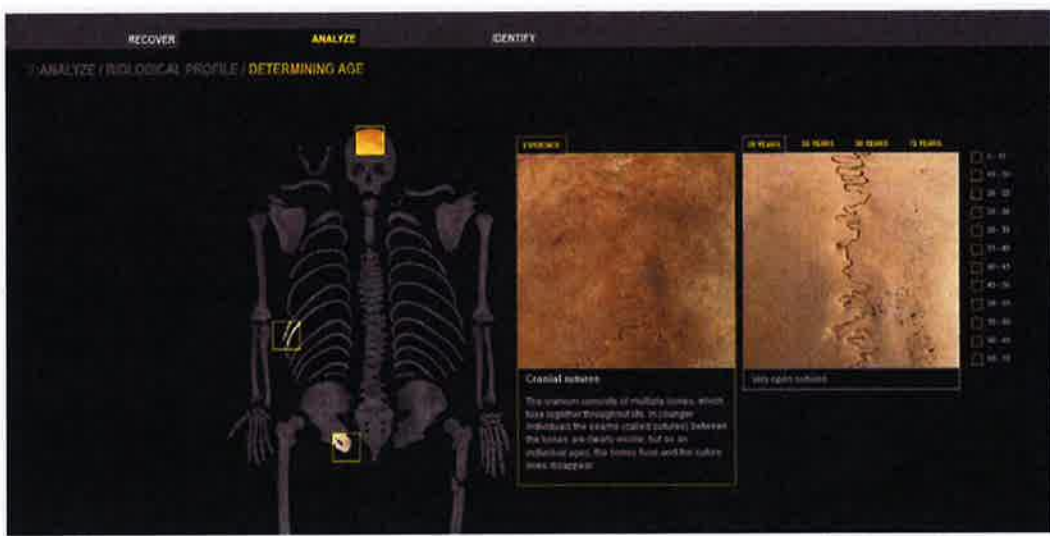
Interactive labs provide opportunities for students to engage with simulations for scientific inquiry using dissection tools or other science-related tools available online or within the classroom. Students also have the opportunity for more advanced exploration of content-



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specific tools via CTE and other elective options, or through integration of lessons via Odysseyware course customization options.

In each case, the design is used to enhance the student experience, replicating a real-world experience. In the forensics lab, for example, students may not only explore a virtual crime scene, but also analyze evidence using tools similar to those used by investigators. In the following image, students learn how to identify the age of a recovered victim by using tools that compare site photos with stock images to determine the relative age of the victim.



### SPARK

SPARK is a flexible and media-rich set of content-based assessment tools and instructional materials designed specifically to address the state standards for grades K-8. Used for remediation and intervention for middle and high school students, SPARK creates individualized and prescriptive learning paths based on students' individual level of skills mastery. This provides students with extremely efficient and targeted skills practice. Teachers can easily search SPARK and our elementary curriculum by standard and assign specific lessons for concept recovery and intervention.

### ADVANCED PLACEMENT (AP) COURSES

Odysseyware AP® courses are developed by seasoned AP teachers with years of successful experience assisting students in meeting the rigorous requirements of the AP subject area exams. Additionally, the instructors who developed the courses have a 90-percent or higher student passage rate on each of the AP subject area exams. These Blended Learning, college-level courses prepare students for the AP exams and are meant to be used in conjunction with – and integrated into – brick-and-mortar classrooms.

Odysseyware AP courses are College Board reviewed, which authorizes schools to use the AP designation and appropriately weigh student GPAs on their transcripts. Highly-qualified and



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state certified teachers are also available to instruct these courses through Odysseyware Academic Services and Academy.

Odysseyware offers AP courses in the following subjects:

- Human Geography
- US Government and Politics
- Macroeconomics
- English Language and Composition
- Calculus AB
- Comparative Government and Politics

### SOCIAL-EMOTIONAL LEARNING

Odysseyware also offers an additional level of support to our partners and their students via an engaging, relevant SEL program. Through BASE Education, Odysseyware delivers comprehensive SEL courses with program features – expanded upon below – designed to support the whole learner. Students and districts may use BASE Education in prevention or intervention settings, providing effective, relevant support to students who need help dealing with social or emotional issues.



BASE Education is a revolutionary online program proven to increase SEL for students in grades 6-12. BASE Education's innovative features are designed to provide students with opportunities to communicate directly with caring adults, inviting students to ask for help in a safe environment. It also allows a skilled adult to follow-up with productive, effective conversations.

With BASE Education courses, districts reach more students who may be struggling to complete their academic work due to personal hardship, or those who have been identified as requiring additional, personal intervention. MPS may utilize the BASE Education platform in a variety of ways, including:

- Health Credits
- Suspension & Expulsion Alternatives
- Detention
- Group Dialogues
- Behavioral Interventions & Stabilization
- IEP Planning
- Family Cohesion

The BASE Education program is based on a systemic approach to support student SEL by connecting parents and guardians, educators, and skilled counselors and administrators. Each BASE Education course provided for students is matched with a companion course designed specifically for adults to provide support and have meaningful conversation with students regarding sensitive issues. Further, adults can access student responses within the system for immediate intervention via Fireword™ detection and alerts and text deletion tracking. These features support intervention – sometimes life-saving – to avert harm and invite students to engage in problem solving with a skilled adult.

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The BASE Education SEL program is designed to build rapport and leverage a strengths-based approach. The research-based design is aligned to the Collaborative for Academic, Social, and Emotional, Learning (CASEL) competencies, Multi-Tiered System of Supports (MTSS), and Positive Behavioral Interventions and Supports (PBIS) best practices. Each course supports students learning about social and emotional issues and invites reflection while developing problem solving strategies.

Some of the benefits BASE Education provides to students, schools, and communities include:

- Increasing Student Engagement
- Diversifying and Enhancing Service Offerings
- Improving Student Retention
- Increasing Student/Adult Connections
- Promoting Early Detection/Swift Interventions
- Connecting Schools to Parents
- Supporting Classroom Stabilization
- Decreasing/Preventing School Violence
- Extending Professional Development

**Benefits**
**School and Community Benefits**



**Emotional Learning**  
Meaningful introspective thinking, navigate feelings, and empowered to make changes



**Increased Engagement**  
Keep students participating and functional in class



**Scalability of Help**  
Counselors can monitor and help students in less time



**Retention**  
Schools have actionable data & clear pathways to intervene

A research study conducted at Excelsior Youth Center found that students enrolled in BASE Education courses demonstrated increased performance in both math and reading related subjects. Teachers also reported that BASE Education improved the behavioral, emotional, and social functioning of over 90-percent of students.

Supplementary surveys conducted found that 81-percent of students enrolled in BASE Education were able to open up about difficult issues. Additionally, 88.9-percent of students surveyed said they told the truth using the system, even when it was not easy to do so, and 94-percent of teachers surveyed saw an overall improvement in academics as well as classroom behavior. Most importantly, the study found that BASE Education intervened in 56 suicide plans or ideations and prevented one school shooting.

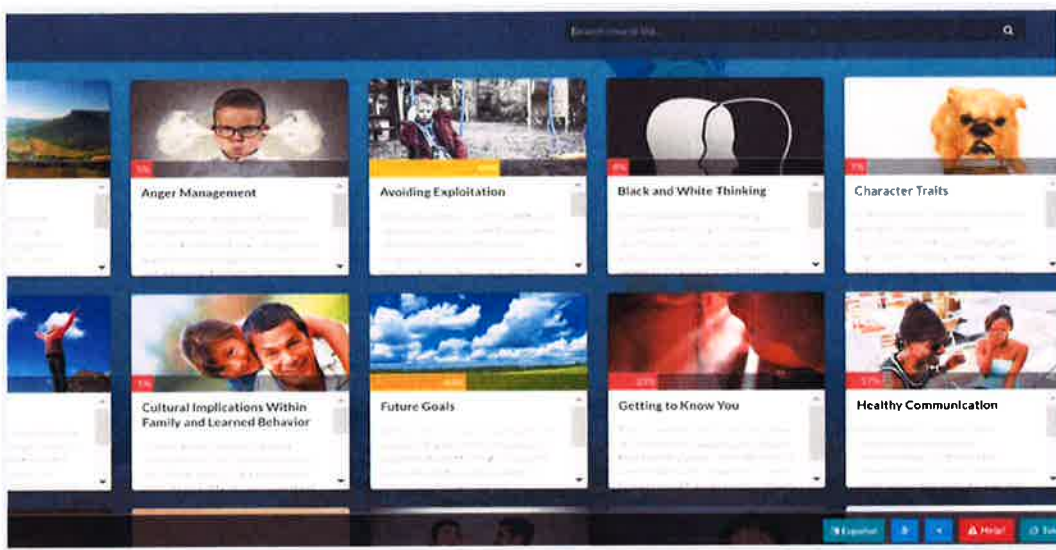
*"Our students are learning that their current level of functioning or their current defense mechanisms (and) coping skills need work and what they say or do can have consequences."*  
**SCHOOL SOCIAL WORKER**  
**DENVER PUBLIC SCHOOLS, CO**

## Magnolia Public Schools Online Curriculum and eLearning Programs

### CONTENT

BASE Education offers a broad range of courses covering relevant, current social and emotional learning topics. Courses are designed by experts in the field – licensed clinicians, psychologists, and expert collaborations with national agencies, such as the DEA and FBI. Further, BASE Education courses are reviewed and updated each summer to ensure content addresses the most current research and best practices.

Courses range from 30 to 90 minutes, although multi-part courses – such as the substance abuse courses – may take several days to a week to complete. Students may also take breaks, and select activities, such as games, guided meditation, and listening to music.



The current course list includes the following topics:

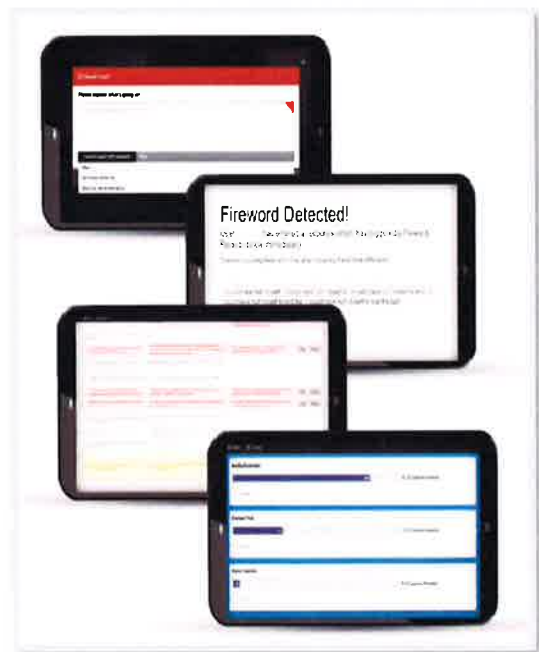
- Adrenaline
- Anger Management
- Avoiding Exploitation
  - *Developed in conjunction with iEmphasize*
- Black and White Thinking
- Bullying and Cyberbullying
- Character Traits
- Coping Strategies
- Cultural Implications within Family
- Digital Citizenship
- Future Goals
- Getting to Know You
  - *Developed in conjunction PALS4ED*
- Healthy Communication
- Impulsive Decision-Making
- Irrational Thinking
- Learned Helplessness
- Motivation
- Primary and Secondary Impacts of Behavior
- Putting It All Together
- Raising Awareness About Opiates
  - *Developed in conjunction with the FBI and DEA*
- Refocus
- Refusal Skills
- Restorative Practices

## Magnolia Public Schools Online Curriculum and eLearning Programs

- Self Esteem
- Strategies for Successful Return to School
- Substance Abuse (30 Modules)
  - *Developed in conjunction with Act on Drugs and FBI*
- Talking to Parents and Guardians
- Talking to Peers
- Truancy
  - *Developed in conjunction with NCSE*
- Vision of Self

BASE Education offers corresponding parent/guardian courses for every student course offered. This helps parents and guardians become a part of the conversation and understand what their child is learning and developing. Additionally, all courses are available in English and Spanish.

BASE Education tracks student use through the course progress page in the Administrative Portal. The progress page indicates who is in the system, their level of progress, how many courses they have completed, which course they are currently on, and any Firewords – potentially dangerous text, to be described in detail later – they may have triggered. Within the response screen, all student responses – including those that have been deleted – are recorded for staff review. BASE Education is also developing other, self-tracking features for one-screen snapshot reporting as well as time spent in a course.



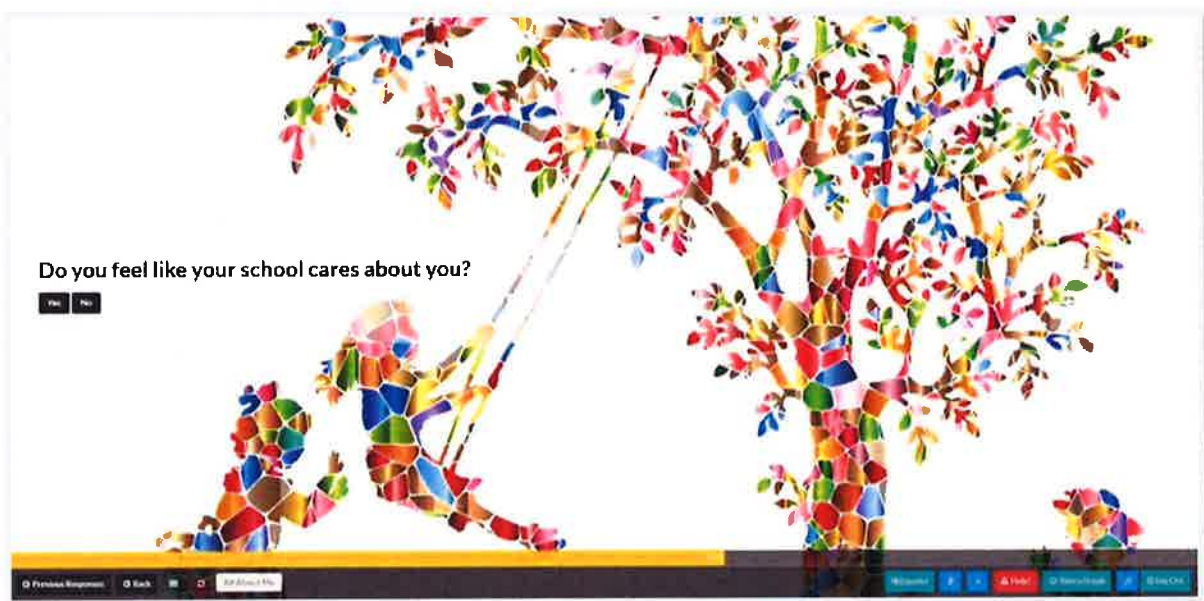
New courses currently in development will cover topics including Anxiety/Depression, LGBTQ, Mood Management, Aggression, Children of Divorce, Gangs, Self-Harm, and Hopelessness. Although BASE Education currently offers courses for students in grades 6 through 12, courses are also currently in development for grades 4 and 5, including:

- All About Me
- Digital Citizenship
- Self-Regulation
- Healthy Friendships
- Goals
- Bullying/Cyberbullying
- Feeling Proud
- Member of My Community
- Using my Voice

Administrators may easily enroll students in all BASE courses, or choose the most appropriate modules based on individual needs. The BASE Education platform also filters suggested courses based on the reason of use.



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In conjunction with other Odysseyware courses, the BASE Education courseware expands the range of online support schools and districts may offer students – especially those who may find themselves at a critical moment in their life. With these virtual SEL courses, students can develop the skills they need to succeed in a safe environment with guidance and advice developed by experts.

### FEATURES

BASE Education offers features that can help identify potentially severe issues early. These act as alarms for program administrators who may notice certain negative or harmful behaviors.

For example, an administrator reviewing student responses can see that a student completing a sentence initially wrote “I wish I could sleep all the time and eventually disappear” and then changed their sentence to “I wish I could work all the time and eventually be rich.” The original text is captured and can be used to notify a counselor or administrator of a student in potential angst. This is only one of several features available to students and administrators to help identify early warning signs of social or emotional distress.

Other program features include:

#### **FIREWORD™**

BASE Education defines a Fireword™ as potentially dangerous language, indicating the supervising adult that a student’s response requires additional attention. Firewords are triggered as soon as a student writes the word.

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<b>TEXT-TO-SPEECH</b>	The BASE Education platform offers a text-to-voice feature for students struggling with literacy. Additionally, BASE Education courses are targeted to a 7th-grade reading level.
<b>ACCOUNT ACCESS</b>	Students may maintain access to their BASE Education account as long as their school or mental health facility maintains a BASE Education membership. If a student changes schools, their new school can reactivate their account to continue their development.
<b>NOTIFICATIONS</b>	Supervising adults are notified immediately via email to review a specific student response. Upon reviewing the response, the supervisor is required to indicate whether the response is benign or dangerous.
<b>TEXT BUTTONS</b>	The placement of text and advancement buttons vary from question to question, preventing a student from falling into a predictable pattern of providing a response and clicking next. This subtle change is enough to keep students engaged.

Odysseyware offers Professional Development opportunities for educators to learn more about how to create an SEL program using BASE Education and how to use the program in their classrooms. Led by educators who have worked closely with district leaders and teachers across the country, our team of Implementation Consultants can help ensure a successful launch of BASE Education in MPS' schools.

*b. Ability for students and teachers to personalize the learning experience.*

### PERSONALIZED LEARNING

Individualized learning is made possible through the understanding of a student's capability and adjusting the content according to that student's strengths and needs. To support this capability, Odysseyware provides teachers with several customization tools helping students focus on the instruction that will help them advance the most.

Teachers may use the prescriptive mode with most courses. In this mode, a course is optimized for students who first take a diagnostic test. Based on the results of these tests, the course content automatically adjusts to deliver students only the content they need to review and learn. More detail about the Odysseyware prescriptive mode has been provided earlier in this proposal.

Teachers may also use Odysseyware to customize the content delivered to their students throughout the semester. As teachers monitor student progress through the reporting dashboard, they can see which students are excelling or failing behind. The teacher can then immediately modify the students' assignments – perhaps giving them additional assignments to



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focus on an individual skill – or pause the course so teachers may intervene and provide more direct instruction.

*c. Ability to track students' performance and progress at the individual student level, school level and district level.*

### AD-HOC REPORTS

Administrators can generate reports by grouping data by individual student, groups of students, class, campus – which could include a school or group of schools – teacher, course, and more.

The screenshot shows the Odysseyware report generator interface. At the top, there is a navigation menu on the left with options like Home, Course Completion Breakdown, Course Percentage Complete, Course Progress Monitor, Detailed Student Grading, Faculty Progress, Group Overview, Group Progress, Login/Logout Times, Pre/Post Test Scores, Student Activity Daily Breakdown, Student Activity Summary, Student Lesson Plan, Student Progress, and Student Unit Grades. The main content area has three sections: 'Select Time-frame', 'Select Campus', and 'Select Enrollments'. The 'Export as' menu is highlighted with a red box, showing options for PDF, Excel, and CSV. The 'Select Time-frame' section has a table with columns for Select, Term, Start Date, and End Date. The 'Select Campus' section has a table with columns for Select and Campus ID. The 'Select Enrollments' section has a table with columns for Select, Course, Edition, Student, Teacher, Status, and Reason.

Select	Term	Start Date	End Date
<input type="checkbox"/>			
<input type="checkbox"/>	2018 School Year	10/09/2017	06/08/2018
<input type="checkbox"/>	2018 Winter	12/26/2017	01/05/2018
<input type="checkbox"/>	2018 Spring	01/09/2018	06/08/2018

Record Count: 3

Start Date:  End Date:

Select	Campus ID
<input type="checkbox"/>	
<input type="checkbox"/>	None provided

Record Count: 1

Show/Refresh

Select	Course	Edition	Student	Teacher	Status	Reason
<input type="checkbox"/>						

The “Export As” function – in the top bar of the report generator – allows all reports to be exported in different formats, including Excel and PDF. This permits users to share reports with administrators, teachers, parents, and students. Student data may also be exported as a .CSV file.

*d. Ability to track course mentors' performance and progress at the individual student level, school level and district level.*

### PROGRESS MONITORING

Odysseyware’s reporting feature allows teachers to monitor student progress through courses as assignments are completed. Teachers can view the results of quizzes and tests, monitor the amount of time a student has spent logged in, and view many other metrics related to student

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performance and progress. Important aspects of these reports are the current score, relative score, and score to date. Each present student data in slightly different ways, as detailed below.

### **CURRENT SCORE:**

Current score is only based on graded assignments the student has completed. It does not take overdue or upcoming assignments into account.

### **RELATIVE SCORE:**

Relative score is the score a student would receive if he/she stopped the course on that day. It considers two grading factors:

- Current or graded assignment score
- Zeroes for all incomplete assignments

### **SCORE TO DATE:**

Score to Date is the students' paced score. It takes into account two grading factors:

- The students' graded assignments scores
- Zeroes for overdue assignments

*e. Describe any additional, supplemental resources available to students.*

All Odysseyware resources are available online, although teachers may have the option to print out materials or recommend additional materials as they wish. If there are any materials required, for example with some group projects, a materials list is provided for teachers at the beginning of the lesson during enrollment.

*f. Describe the Data Security features of the tools used in the program.*

The data security features available with Odysseyware are described in detail later in this proposal.

*g. Describe user help features built in to your system and other help available to students, parents, and staff.*

### USER HELP FEATURES

Odysseyware is committed to exceptional technical and customer support. All issues or concerns will be escalated to the appropriate departments and supervisors to ensure prompt problem resolution. We provide unlimited customer and technical support at no additional cost. Support options include telephone and email. Odysseyware's technical support line for administrators, teachers, students, and parents is available Monday through Friday, 6 AM to 10 PM ET and Saturday through Sunday, 12 PM to 6 PM ET.

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The table below details Odysseyware's support functions.

Support Type	Description	Hours
Technical Support	Technical Support – phone support and assistance (877) 251-6662	M-F 6AM – 10PM ET SAT & SUN – 12PM to 6PM ET
Training Resources	Instructional Videos & Tutorials All Staff	On Demand
Support Guides	Guides: Admin, Teacher, Student, Course Customization, Features and Site Navigation All Staff	Online
Live Webinars	Basic Admin & Teacher Training, Q&A All Staff	Offered bi-weekly

Below is an overview of services Odysseyware offers its clients.

- Phone in support at 1-877-251-6662.
- Email support at [support@odysseyware.com](mailto:support@odysseyware.com).
  - Response within 24 hours or 1 business day
- Voicemail support response.
  - Response within 24 hours or 1 business day
- Dedicated staff with product knowledge to assist customers at all levels, including school administration, school staff, parents, students, etc.
- High-priority issue escalation through Technical Support management
- Curriculum revisions done quickly with nightly updates
- Personalized, compassionate live support; no automation

Odysseyware continually updates its response system to best meet the needs of our customers. Routine maintenance and update notices are provided in the learning management system and student virtual classroom. Release notes and documentation can be provided to MPS prior to the maintenance window.

3. *Provide end-user to review the demo accounts at a minimum for district admin, mentor/teacher and student roles.*

### DEMO ACCOUNTS

Odysseyware has created demo accounts for reviewers to experience the program first-hand. Odysseyware's demo site review is a two-phase process, as detailed below.

#### 1. PHASE 1

Review the Odysseyware Student Demo Site just as a student would use Odysseyware.

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Online Curriculum and eLearning Programs

## 2. PHASE 2

Review the Odysseyware Teacher/Administrator Demo Site just as a teacher or administrator would use Odysseyware.

Please watch the three Minute Student Navigation Tutorial Video at the link listed below, then review the Student Navigation Guide and Teacher Navigation Guide – provided in Appendix B – to assist with navigation.

[https://glvideos.s3.amazonaws.com/odw/PLS/demo\\_site/Student-Mode-Walk-Through-Final.mp4](https://glvideos.s3.amazonaws.com/odw/PLS/demo_site/Student-Mode-Walk-Through-Final.mp4)

Student login information is provided below. Please Note: Odysseyware considers the login credentials listed below to be **CONFIDENTIAL**.

First Name	Last Name	Password
Student		
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Student		

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4. *Provide information on technical details for device and software requirements, compatibility with different platforms including Chromebook, interoperability with school information systems (Illuminate) for data sharing, whether the curriculum can be used asynchronously or offline.*

### COMPATIBILITY

Odysseyware is a fully online curriculum and can be accessed 24/7. The only requirements to use Odysseyware are an active internet connection, a web browser, and a valid username and password. Students can access the program from home, school, or wherever they have access to a device and a connection to the internet. Odysseyware is cloud-based and works on Windows, iOS, Chrome and Android desktops, laptops, handhelds, tablets, and smartphones.

Odysseyware is compatible with the following operating systems:

- Windows 7
- Windows 8/8.1 (Desktop mode)
- Windows 10
- Mac OSX 10.8+

Additionally, Odysseyware may be viewed through any of the following browsers:

- Microsoft Edge and Internet Explorer®
- Mozilla Firefox®
- Safari®
- Chrome®

Odysseyware is also fully HTML5 compatible and does not require any hardware or software plug-ins and may be used virtually anywhere.

Complete system requirements can be found at <https://www.odysseyware.com/system-requirements>.

### INTEGRATION

Odysseyware provides integration services, ensuring our systems quickly and easily communicate with those of MPS. To accomplish integration, Odysseyware Technology Consultants will partner with MPS' Information Technology staff to identify the SIS in use and determine the best possible solution. In most cases, an Application Programming Interface (API) can be built to direct communication between Odysseyware's two systems and allow for rapid, accurate updates and communication.

Odysseyware supplies an industry-standard API – OASIS. Built with REST architecture, OASIS can be utilized by almost any system, including most student information systems. OASIS provides synchronous and batch – or asynchronous – services to provide:



## Magnolia Public Schools Online Curriculum and eLearning Programs

- User Creation and Management
- Enrollment Creation and Management
- Grade and Attendance Reporting

OASIS can also eliminate double entry and provide system familiarity to teachers and administrators. OASIS provides the following functionalities:

### PROFILE MANAGEMENT

Users can be created and managed from systems that are integrated with OASIS. The following fields can be able managed from a single system:

- |                |                   |
|----------------|-------------------|
| • First Names  | • Passwords       |
| • Middle Names | • Campus IDs      |
| • Surnames     | • Student IDs     |
| • Usernames    | • Email Addresses |

### ENROLLMENT MANAGEMENT

OASIS allows for other systems to create and update enrollments – whether single or batch. Teachers and administrators have the ability to update the following fields without logging into Odysseyware:

- |                     |                 |
|---------------------|-----------------|
| • Course            | • CRx Mode      |
| • Teacher of Record | • Block Quizzes |
| • Start Date        | • Block Tests   |
| • End Date          |                 |

### GRADES

OASIS returns grades for all lessons students have completed. The requested lessons and grades will appear in MPS's system's grade book, accurately and readily depicting a student's progress.

### ATTENDANCE

OASIS reports attendance back to other systems as well, return time spent in Odysseyware lessons for time-in-seat requirements

### SYNCHRONOUS WEB SERVICES

The OASIS synchronous web services can be used by client applications requiring an immediate response to a web-messaging request for data retrieval, creation, and updates. Synchronous web services are most useful for schools with an extensible SIS capable of handling real-time responses, typically by using custom plugins to the SIS.



## Magnolia Public Schools *Online Curriculum and eLearning Programs*

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### BATCH / ASYNCHRONOUS WEB SERVICES

Batch web services – or asynchronous services – handle bulk operations of data creation and updates for user profiles and enrollments. Batch web services use a Comma Separated Value (.CSV) file upload as an attachment to the URL request. Four batch service operations are currently available:

- Create and update student user profiles
- Create and update administrator user profiles
- Create and update student enrollments
- Batch web services' data requests are queued and then processed by the Odysseyware's regularly scheduled job services

The .CSV file will be pushed to an SFTP server on a nightly basis. The Odysseyware system will identify existing users and update those profiles based on the information provided on the .CSV. Any new users will be added and any users who do not appear on the new file will be archived.

Odysseyware is primarily an online tool, delivering the majority of its content digitally. Some offline material may be provided to help train teachers and assist students with group activities. When these are available, the courses provide a materials list specifically detailing the items a student or teacher required to complete their work. This may include printouts, texts, links, or online resources.

Odysseyware also provides the following materials to support teachers throughout the course of our partnership:

- Quick Start Guides
- Teacher Manuals
- Student Manuals
- Student and Administrator Navigation Videos
  - Available in every URL with the knowledge base – an online repository of support and help materials.

Additionally, all Odysseyware curriculum is printable. A regular education teacher could take our standards-based course work as a resource for remedial purposes. The same teacher could also use a project from our curriculum to be used as a small group collaborative activity. Intervention curriculum may also be printed as guided practice and independent work sheets. Any of the assessments can be printed out as well, to be administered as practice tests.

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5. *Available for IT representative to confirm the technical details and ask any follow-on questions.*

IT representatives are available to confirm technical details and answer any questions MPS may have.

6. *Compliance with FERPA and related laws including Student Online Personal Information Protection and Student Data Privacy Agreement*

### DATA SECURITY

Odysseyware uses industry-standard, best practices for secure delivery and storage of student and personal data. All student records are protected as required by the Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and other applicable federal and state laws.

The Odysseyware application and content are delivered over the internet using an SSL connection on port 443 utilizing 2048-bit encryption. Odysseyware security certificates are validated by third-party vendors to establish and secure the SSL connection, preventing malicious attempts on a user session. All data is encrypted both in transit and at rest.

Odysseyware uses industry-standard protocols to mitigate all single points of failure, from both a hardware and software perspective. Odysseyware has contracted third party vendors for penetration testing and Internet traffic inspection to prevent against Internet-bound attacks, also assuring Odysseyware's Service Level Agreement of 99.9-percent uptime. The Odysseyware application requires matching username and password combinations to properly authenticate and gain access to the content and data. Odysseyware includes features to enforce password strength, reinforcing user security. Odysseyware's servers are housed in a Tier 4 data center, which requires a photo badge with fingerprint recognition to gain access to the facility.

### PROJECT APPROACH

1. *Describe your firm's understanding of the proposed assignment and the services it will provide.*

Odysseyware recognizes Magnolia Public Schools dedication to students in its region and the effort articulated in this RFP to give them additional resources to further enhance their learning. Programs of this type appeal to a broad range of learners and allow students to learn independently, when and where they want. An online virtual program provides students with more content options and greater freedom in their learning.

In response, Odysseyware proposes its Odysseyware Program and Academic Services. Our broad spectrum of courses is designed to help students in grades K-12 with their Core, Elective, CTE, Advanced Placement, and Test Prep studies. Additionally, Odysseyware can provide MPS

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with virtual teachers as needed to help support courses requiring additional instructional support. Our teachers are state-certified in provide students with virtual office hours, grading, and ongoing support.

Odysseyware also suggests that MPS purchase Professional Development that assists administrators and teachers in making the most of the Odysseyware program. With flexible training options, MPS can gain a stronger method of incorporating online learning into day-to-day instruction and support those students who are participating in the program independently.

*2. Provide a complete definition of the process that will be employed to meet the objectives of this project, (e.g., approach to be taken, etc.).*

Because the needs of each school and district vary greatly, Odysseyware does not provide a standard, one-size-fits-all implementation experience. As such, we take the customization of our services very seriously. Supporting our customers with excellent service is of paramount importance to Odysseyware. While we are confident in the quality and reliability of our products and services, Odysseyware also maintains a broad array of technical and content support resources designed to rapidly address administrator and student questions.

Additional details regarding project management – including implementation, training, and Professional Development are provided below.

*3. Provide a list of key staff who will support this project and their professional background.*

### KEY STAFF

Odysseyware searches for candidates with experience and knowledge in their respective content areas when hiring members of our content team – i.e. instructional designers, SMEs, authors, and reviewers. However, Odysseyware also hires candidates with classroom experience. Our content team is comprised of educators who can walk the walk and talk the talk. They know in which areas students will struggle and the keys to help struggling students achieve success. These experiences leave content team members uniquely qualified to develop academic materials as they are incredibly receptive to customer feedback and the need for ongoing continuous improvement.

### **STEPHANIE MAIWURM, VICE PRESIDENT OF SALES – WEST**

Stephanie Maiwurm has over five years of experience working in the educational sector, assisting schools and districts in implementing digital learning solutions. Stephanie will oversee the contract, assisting with training and management. She has extensive experience in managing large regions and understands the varying needs of goals of educational institutions. Stephanie holds a Bachelor of Business Administration degree in Organizational Management.

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### **ANN BARKER, IMPLEMENTATION CONSULTANT**

Ann has been an educator for over 16 years in Arizona. She taught in Elementary schools, ranging from second to sixth grade. Ann has taught in a Title I school, gathering and reporting data with colleagues to advance individual student growth. She has worked with English Language Learners as well as gifted students, creating tailor-made lesson plans to promote individualized learning.

In 2016, Ann began working for Glynlyon in the Curriculum Department where she was a Project Editor. She oversaw lessons for Odysseyware from start to finish, working with contractors to meet deadlines and making sure each lesson was ready for publication. She also was instrumental in state approvals for Odysseyware courses. In 2017, Ann became an Implementation Consultant for Odysseyware, working with educators to improve students' success. Ann holds the following degrees and certifications:

- Bachelor of Arts in Psychology, University of Arizona
- K-8 Teaching Certificate, Arizona State University
- Structured English Immersion Endorsement
- Gifted Education Endorsement

4. *Provide a detailed implementation plan and any limitations (e.g., limit of 10 forms per district created by firm as part of the implementation).*

### IMPLEMENTATION

Upon award notification, Odysseyware shall work closely with District staff to identify key contacts and establish a set of project goals. Based on these goals, Odysseyware Implementation Leads will review the plan with MPS and create an agreed upon implementation plan through mutual consultation.

Odysseyware will designate a small team of experienced consultants and project managers to assist MPS with a smooth and successful implementation. This team, and all Odysseyware staff, will be committed to MPS to ensure a positive experience throughout our partnership.

An example of an implementation plan is provided below. Please Note: This plan is an outline only and will be refined and customized based on meetings with MPS leaders.

PD Type	Description	Who should attend?
<b>PHASE 1</b>		
<b>Implementation Meeting/Preparation</b>	<p><u>Objective 1:</u> Establish expectations, goals and policies, plan Professional Development dates and timeline for implementation.</p> <p><u>Objective 2:</u> Set up Odysseyware system, including thresholds and weights and</p>	District/Site Leadership

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PD Type	Description	Who should attend?
	permissions. Determine roles and responsibilities per district policy.  <b>Objective 3:</b> Identify primary contacts for each campus/site location.	
<b>PHASE 2</b>		
<b>District Ownership of Curriculum</b>	Odysseyware will work with Curriculum Specialist to review Odysseyware curriculum and course offerings for District-approved offerings. Implement naming conventions and protocols for course customization.	Curriculum teams for all subject areas
<b>PHASE 3</b>		
<b>Odysseyware Product Training</b>	<b>1 Day Workshop:</b> Designated staff will receive comprehensive training regarding all implementation models and usage of the Odysseyware system. Review approved implementation plan and District program/instructional goals. Provide hands-on time to review District-approved courses and strategies. Determine criteria and timelines for progress monitoring, reporting, and course completion.	Campus Teachers Lab Facilitators Counselors Instructional Coaches
<b>PHASE 4</b>		
<b>Odysseyware training follow up: Q &amp; A Webinar sessions</b>	One-hour webinar sessions during staff planning periods. Provide best practices, coaching and implementation support, Q&A to address questions. Also offer hands-on support for end users who may require follow up.	Campus Teachers
<b>PHASE 5</b>		
<b>Mid-Year Review</b>	Present and review previous semester data and make decisions designed to advance the focus of the implementation outcome and achievement of District goals. Provide recommendations and implementation next steps to achieve desired goals.	District/Site Leadership
<b>PHASE 6</b>		
<b>Campus Coaching/Modeling</b>	Campus visits to support ongoing implementation as well as make suggestions and observations. Arrange to meet with staff during planning time or class time for shoulder-to-shoulder support. Review student progress, reporting, and answer questions. Each visit will	Campus/Site Staff



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PD Type	Description	Who should attend?
	result in a report to share with the site administrator.	
<b>PHASE 7</b>		
<b>End-of-Year Review</b>	Present and review course data report, identify program successes and challenges during the academic year. Discuss recommendations and Year 2 implementation goals.	District/Site Leadership
<b>PHASE 8</b>		
<b>Summer School Professional Development Training</b>	Facilitate training for those new to Odysseyware to learn the basics of the student/teacher experience, including course enrollment, student pacing and monitoring, and reporting.	Summer School Staff

### TRAINING AND SUPPORT

1. Describe below the typical training your company provides.

The Odysseyware Professional Development Team delivers face-to-face, online Professional Development trainings and job embedded services to customers who have purchased the Odysseyware online curriculum. Our team is comprised of dedicated lifelong educators with advanced degrees in education and years of successful hands-on experience, guiding practical and sustainable instruction with leadership-practice changes at the classroom, school and district levels. The following describes a suggested Professional Development plan:

#### TRAINING FOR TEACHERS

Every teacher will receive initial training on agreed-upon dates, entailing the following:

- An overview of Odysseyware and the basics of the administrative set-up
- A demonstration of the student mode to ensure teachers are ready to answer questions
- A focus on basic navigation, including:
  - How to Add Students
  - Deadlines
  - Assign Courses
  - Grading
  - Monitor Daily Assignments
  - Reports
- A technical overview of course customization, placement exams, and the diagnostic tool

To ensure comprehension, hands-on activities are incorporated throughout the training session.

#### TRAINING FOR ODYSSEYWARE COURSE ADMINISTRATORS

Odysseyware course administrators may receive a three-hour training session on agreed-upon dates to include following:

- Overview of Odysseyware



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- Discussion of implementation considerations and user-based permissions
- Demonstration of how to set-up site for their school, including weighting, thresholds, and global permissions
- Training on basic navigation related to:
  - Adding Teachers and Students
  - Implementing Courses
  - How to Edit Data
- A high-level discussion of:
 

<ul style="list-style-type: none"> <li>○ Credit Recovery Options</li> <li>○ Course Customization</li> <li>○ Diagnostic Tools</li> </ul>	<ul style="list-style-type: none"> <li>○ Reporting</li> <li>○ Messaging</li> <li>○ Feedback Features</li> </ul>
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Hands-on activities are also incorporated throughout the training session to ensure course administrators preparation.

### TRAINING FOR SCHOOL ADMINISTRATORS

District administrators implementing Odysseyware in the school(s) may receive the following three-hour implementation-training session, which begins with a discussion of how Odysseyware will be used at MPS, the roles needed for implementation, and what makes an implementation successful. This training also includes a comprehensive discussion and brainstorming exercise focusing on:

- District Administration Considerations
- Teacher Support
- Student Processes

The session ends with the local administrator compiling the details of your implementation plan, which is facilitated by the Odysseyware trainer with input as needed. A timeline and action plan for the successful implementation will be the take away from this module.

2. *Describe vendor support facilities, services provided with the standard agreement, optional support available at additional cost and the cost for optional support.*

Odysseyware provides support to our partners at no additional cost.

3. *Describe vendor users/client's community and what resources are provided to clients (listserv, knowledge base, users conference, best practices, review panel for setting product enhancement priorities, etc.).*

### RESOURCES

To provide ongoing and easily accessible support, and to accommodate the busy schedules of teachers, Odysseyware provides a robust schedule of weekly webinars as well as a

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comprehensive training site that provides an additional layer of support for participants. Odysseyware Professional Development offers include:

- Initial Implementation
- Professional Learning Intro Package
- Blended Learning
- Digital Leadership
- Bringing the Common Core State Standards to the ELA Math Classroom
- Lesson Planning
- Integrating Technology
- Formal Coaching and Modeling
- Competency Based Learning
- Consulting/Needs Analysis
- Building Sustainability for Your School/District

The training site contains targeted tutorials that review all features of the Odysseyware courseware. Teachers can access these tutorials 24/7 as their needs dictate. The weekly webinars focus on the core features of our program and provide an opportunity for teachers to speak with a “live” consultant who can address any additional questions our customers might have.

The Odysseyware Knowledgebase – which can be found at <https://www.odysseyware.com/training-resources/home> – provides comprehensive and easy to use teacher and training resources include:

- How-to videos
- Guides
- Tutorials
- Course catalog
- Test Prep Catalogs
- Wet Lab Supply Lists
- Course Customization Guides
- Skills Diagnostics Guide
- Writer Tool User Guide
- Year End Procedures
- Reports Guide
- Student/Teacher/Admin Guides
- Placement Test Guides
- Dynamic Learning Path Guides

#### 4. Describe additional trainings and cost breakdown.

##### PROFESSIONAL DEVELOPMENT

Odysseyware offers our clients the following Professional Development services:

##### STAFF DEVELOPMENT: INTEGRATING CLASSROOM TECHNOLOGY

When effectively integrated into the curriculum, technology tools can extend learning in powerful ways. Seamless integration occurs when students are not only using technology daily, but also have access to a variety of tools matching the task at hand, therefore providing the opportunity to build a deeper understanding of content. This course instructs teachers on using Odysseyware in the classroom, providing a deeper understanding of Odysseyware techniques and enhancing and expanding on the materials provided in a lesson.

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### STAFF DEVELOPMENT: BLENDED LEARNING STRATEGIES

This course gives teachers a new pedagogical view in utilizing blended learning tools to boost student success, increase student engagement, and expand student opportunity by blending technology and education seamlessly within their own classroom. Blended learning is an impactful and positive paradigm shift in the way education is delivered to our students. Educators are better able to coach and instruct student learning using familiar methods to today's digital natives.

### STAFF DEVELOPMENT: INTERVENTION WITH ODYSSEYWARE

This course provides teachers an in-depth look at using Odysseyware to provide intervention in multiple courses.

### THE ART OF DIGITAL TEACHING

This course gives educators the critical support required to effectively integrate technology into the classroom and facilitate online and blended learning. The Art of Digital Teaching, which is fully aligned to iNACOL's National Standards for Quality Online Teaching, is organized into five thematic units, containing a culminating project and final exam. Each lesson introduces concepts, best practices, tools, modeling, and a variety of real life examples from experienced online teachers from around the country. It takes approximately 35-40 hours to complete this course and participants earn a certificate of completion which can be used towards CEUs.

### THE BLENDED WAY

This course provides professional services and an implementation guide to support customers who are implementing blended learning models or are hoping to expand their current implementation. The Blended Way series of workshops and customizable package includes five key phases:

- Planning
- Designing
- Implementing
- Evaluating
- Sustaining

Pricing for The Blended Way will be determined based on identified District needs.

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### COST

*Cost break down including add-ons. Bidder should include various costs models associated with program operation and delivery.*

The following pricing applies to the scope of work described in this proposal and adheres to the specifications outlined in the MPS RFP. As detailed within our narrative response, Odysseyware can meet your requests as described and intends to work closely with your leadership to ensure a successful implementation and a positive experience for teachers and students.

The prices provided below reflect what we believe is a great value to Magnolia Public Schools. We hope that you agree and look forward to discussing this important work with you and your leadership teams.

FULL CURRICULUM SITE LICENSE	
NUMBER OF STUDENTS	COST PER YEAR
1 – 299	\$15,000
300 – 599	\$22,500
600+	\$32,500

ACADEMIC SERVICES	
Odysseyware Academic Services*	\$250/Semester/Student/Course

\*Includes virtual teachers.

PROFESSIONAL SERVICES	
Onsite Training	\$2,500/Day
Webinar Training	\$250/Hour

RECOMMENDED PROFESSIONAL SERVICE PACKAGE	
Professional Services*	\$5,750

\*This cost is per site and includes the following:

- 3 hours of Webinar Support
- 1 Onsite Initial Training
- 1 Onsite Follow-up

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### REFERENCES

*Bidders will provide with their Proposal. Three (3) references, including contact information of the end-user for services of a similar nature, including the dollar value where available.*

Please see the table below for the list of references Odysseyware is submitting.

Reference	Contact Name, Email, and Phone	Type of Service	Dollar Value
<b>School of Extended Educational Options</b>	Tom Sweeney <a href="mailto:Tom.sweeney@pomona.k12.ca.us">Tom.sweeney@pomona.k12.ca.us</a> (909) 455-4531	Credit Recovery Blended Learning RTI NWEA	\$60,000
<b>Vallejo City Unified School District</b>	Rose Bright <a href="mailto:rbright@vallejo.k12.ca.us">rbright@vallejo.k12.ca.us</a> (707) 649-8921 x 53080	Independent Study Credit Recovery Odysseyware Academy	\$210,000
<b>Monterey County Office of Education</b>	Joe DeRuosi <a href="mailto:jderuosi@monterey.k12.ca.us">jderuosi@monterey.k12.ca.us</a> (831) 755-6458	Credit Recovery CTE Independent Study	\$50,000

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## VENDOR SERVICES AGREEMENT

*Vendor should include any proposed contract and maintenance agreement language for review.*

Please see the following pages for Odysseyware's sample agreement.



## **ODYSSEYWARE AND ODYSSEYWARE ACADEMY**

### **STANDARD TERMS AND CONDITIONS**

These Standard Terms and Conditions ("Terms") are incorporated into and made part of the License Agreement signed by Company and Customer ("Agreement") and constitute a binding legal agreement between the parties for Customer's use of the Products and/or Service. Capitalized terms not otherwise defined in these Terms have the meaning assigned to them in the Agreement. These Terms are effective as of the date of full execution of the Agreement. If the Agreement indicates the Service includes Odysseyware, the Odysseyware Addendum attached hereto is incorporated hereby. If the Agreement indicates the Service includes Odysseyware Academy, the Odysseyware Academy Addendum attached hereto is incorporated hereby. If the Agreement indicates the inclusion of Products, the Odysseyware Curriculum Addendum attached hereto is incorporated hereby.

1. **SERVICE.** The "Service" as indicated in the Agreement is Odysseyware (Company's proprietary internet-based learning management system and curriculum including academic core curriculum content for grades 3-12 (Social Studies/History, Science, Math, Language Arts), electives, placement testing, CRx, prescriptive and GED prep course, and all of its components) and/or Odysseyware Academy (Company's proprietary internet-based educational, instructional, and support service, including curriculum, teacher grading services, academic support, technical support, and program support for School leadership). The Service expressly includes all data, software, technology, animation, photographs, graphic, audio and visual files, text, platforms, documentation, and other materials related thereto.
2. **PRODUCTS.** The "Products" are the Odysseyware courses indicated in the Agreement including all curriculum and assessments thereof provided by Company. The Products expressly include all data, software, technology, animation, photographs, graphic, audio and visual files, text, documentation, and other materials related thereto
3. **ONLINE LEGAL NOTICE.** Use of the Service and users of the Service are subject to and governed by the legal terms and conditions posted on the Service website ("Legal Terms"), as may be amended from time to time by Company. In the event of a conflict between the terms of the Legal Terms and the Agreement, the Agreement will control.
4. **TERM.** The term of the Agreement begins on the Start Date and ends on the End Date ("Term") and Customer only has the right to use the Products and/or Service during the Term. The Term will be extended for additional one (1) year (or other duration stated in the invoice) renewal terms upon Company's issuance of an invoice for extension and either: (a) payment for such invoice by Customer or

5. (b) Customer's continued accessing and use of the Products and/or Service.
6. GRANT OF RIGHTS. Subject to the terms of the Agreement and upon payment in full of all required fees:
  - a. Company grants Customer a limited, non-exclusive, non-transferable license to utilize the Service only with Customer's students, administrators, faculty, and staff (collectively, "Authorized Users"). Customer's rights are limited to accessing the Service via the internet for the number of fully paid Authorized Users hereunder.
  - b. Company grants Customer a limited, non-exclusive, non-transferable license to incorporate the Products in the learning management system selected by Customer and to grant access thereby only to Customer's Authorized Users. Customer's rights are limited to utilizing the Products via the internet solely with Company's Authorized Users.
  - c. Customer will not assign or sub-license any of its rights hereunder.
7. FEES. Customer will pay all amounts as stated and in accordance with the details of the Agreement. Fees may be altered by Company following the End Date. Customer will always pay in full any Company invoice according to the terms stated on the invoice. Company may discontinue Customer's access to or use of the Products or Service, without prior notice, if Customer fails to make any payment due Company within thirty (30) days of the applicable due date.
8. OWNERSHIP. The Products and Service and all associated materials are the solely-owned or legally licensed property of Company. The Products and Service are licensed, not sold, to Customer under the Agreement. Remuneration paid for access to and use of the Products and/or Service is a license fee for use. Company does not sell any title, ownership right, or interest in or to the Products or Service. Customer's rights are limited to a non-exclusive, non-transferable, limited license to use the Products and/or Service according to the terms of the Agreement. Company reserves and retains all right, title, and interest (including copyrights, patents, trademarks, service marks, and other intellectual property rights) in, to, and associated with the Products and Service including rights to any derivative works that result from Customer's use of the Products and/or Service.
9. TRAINING. If so indicated in the Agreement, Company will provide orientation and training to Customer's staff and employees following payment to Company of the training fee(s) stated in the Agreement. Customer must use the Training during the Term for which the Training was originally ordered. Training will include instruction on utilization of the Products and/or Service for prescribed purposes and responses to questions from Customer's staff and employees. Any Customer cancellation or postponement of a scheduled Training requires notice to Company in writing (email acceptable) at least forty-eight (48) hours before the scheduled Training. Failure to

provide such notice will result in Customer's forfeiture of the Training or payment of additional fees to reschedule the Training. If Customer believes there to be any deficiency in training, Customer must specify its concerns in writing to Company within thirty (30) days after the completion of the training. Failure to submit such notice will be deemed full acceptance by Customer of the training.

10. **WARRANTIES AND REPRESENTATIONS.** Customer hereby warrants and represents that:
- a. Customer has the legal right and is duly authorized to enter into the Agreement and no part of the Agreement conflicts with any other agreements or obligations binding or applicable to Customer.
  - b. Customer will promptly and completely install, use, test, and inspect the Products and/or Service and advise Company in writing of any inadequacies or shortcomings within one hundred twenty (120) days from the date that access to the Products and/or Service is first provided.
  - c. Customer will utilize the Products and/or Service only as expressly permitted by the Agreement.
  - d. Customer will not do any act or thing or fail to do any act or thing or permit or allow any other party to do any act or thing or fail to do any act or thing, that could harm or diminish Company's rights in or to the Products and/or Service, including the copyrights, trademarks, and intellectual property therein.
  - e. Customer will not make copies of, distribute, or permit any use of the Products and/or Service, or any related intellectual property, other than as specifically authorized by the Agreement.
  - f. Customer acknowledges and agrees that there will be times when access to the Products and/or Service may be limited or interrupted and that any such lack of access, regardless of timing, is not a breach of the Agreement.
  - g. Customer will not, nor permit or allow any other party to, reverse engineer or otherwise analyze, reconstruct, disassemble, or reproduce any portion of the Products and/or Service in any way.
  - h. Customer will furnish, at its sole expense, all computer and network hardware and software with adequate system configuration and maintenance and adequate internet service to operate the Products and/or Service.
  - i. Customer will assume the entire risk as to the quality, results, and performance of the Service as well as the entire risk and cost of all service, repair, or correction to Customer's hardware or software related to the use of the Service.
  - j. Customer has followed all applicable procurement and governance statutes, policies, procedures, and/or regulations necessary to enter into the Agreement.
  - k. As an educational service provider, Company is not subject to the Individuals with Disabilities Education Act ("IDEA") and will not be a party to any individualized education program (IBP) prepared by Customer. Customer is solely responsible for ensuring that any student with a disability receives appropriate education as required by IDEA and receives any and all accommodations, supports, and/or services necessary to utilize the Products

and/or Service. Upon the mutual written agreement of the parties, Company will make reasonable efforts to facilitate students with disabilities utilization of the Service, if not changing the fundamental nature of the Service or resulting in undue administrative hardships or costs.

11. TECHNICAL SUPPORT AND OPERABILITY. Company will provide Customer with technical support for the proper and intended use of the Products and/or Service subject to Customer's payment in full of all amounts due Company and so long as Customer is not in breach of the Agreement. The following issues are not covered by Company technical support and Customer will not rely on any statements made on the following technical support matters or any other matter other than proper and intended use of the Products and/or Service:
  - a. Network issues including internet connectivity or speed, internet service providers, online service providers, spyware, viruses, malware, faulty communications, etc.
  - b. Hardware issues including switches, hubs, modems, routers, firewalls, computers, etc.
  - c. Infrastructure issues including power, electrical, cable, internet connection, etc.
  - d. Issues related to Customer's use of third party software that are not caused by or related to the Service, as determined by Company in Company's sole discretion.
  
12. DISCLAIMER.
  - a. Company makes no representation or warranty express or implied concerning the compatibility or operability of the Products or Service with any particular operating system or software. Company is not responsible or liable for any hardware failure, operating system or software conflict, server or security issue, or any other condition compromising or interfering with the operability or functioning of the Products or Service.
  - b. **THE PRODUCTS AND/OR SERVICE IS PROVIDED "AS IS", WITHOUT WARRANTY OF ANY KIND. COMPANY DISCLAIMS ALL WARRANTIES WITH RESPECT TO THE PRODUCTS AND/OR SERVICE, EXPRESS, IMPLIED, OR STATUTORY, INCLUDING THE IMPLIED WARRANTIES OF MERCHANTABILITY, SATISFACTORY QUALITY, FITNESS FOR A PARTICULAR PURPOSE, ACCURACY, QUIET ENJOYMENT, AND NON- INFRINGEMENT OF THIRD PARTY RIGHTS.**
  - c. **COMPANY DOES NOT WARRANT, GUARANTEE, OR MAKE ANY REPRESENTATIONS THAT THE PRODUCTS AND/OR SERVICE ARE FREE OF ERROR OR WILL MEET CUSTOMER'S NEEDS OR REQUIREMENTS, THAT THE SERVICE WILL BE AVAILABLE AT ANY PARTICULAR TIME OR LOCATION, THAT ANY DEFECTS OR ERRORS WILL BE CORRECTED, OR THAT THE PRODUCTS OR SERVICE WILL BE FREE OF VIRUSES OR OTHER HARMFUL COMPONENTS.**

- d. The disclaimers set forth in these Terms supersede any and all statements, information, or demonstrations, oral or written, by Company, its representatives, dealers, distributors, agents, or employees. No statements that are not set forth expressly and specifically in this Agreement will create a warranty or in any way increase the scope of this Agreement and Customer may not rely on any such information, advice, suggestions, or recommendations.
  
13. **LIMITATION OF LIABILITY. COMPANY, ITS SUBSIDIARIES, AFFILIATES, AND ASSIGNS, AND EACH OF THEIR DIRECTORS, OFFICERS, AGENTS, CONTRACTORS, PARTNERS, AND EMPLOYEES, WILL NOT BE LIABLE TO CUSTOMER, AUTHORIZED USERS, OR ANY THIRD PARTY FOR ANY INDIRECT, SPECIAL, CONSEQUENTIAL, OR INCIDENTAL DAMAGES INCLUDING DAMAGES FOR LOSS OF FUNDS OR PROPERTY, BUSINESS INTERRUPTION, LOSS OF BUSINESS OPPORTUNITY, LOSS OF DATA, OR ANY OTHER HARDSHIP, DAMAGES, OR LOSSES ARISING OUT OF OR RELATED TO: THE USE OR INABILITY TO USE THE PRODUCTS OR SERVICE, HOWEVER CAUSED; UNAUTHORIZED OR ACCIDENTAL ACCESS TO OR ALTERATION OF DATA; STATEMENTS OR CONDUCT OF ANY THIRD PARTY; OR ANY MATTER RELATING TO THE USE OF THE PRODUCTS OR SERVICE; AND EVEN IF COMPANY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. COMPANY'S ENTIRE LIABILITY UNDER THIS AGREEMENT WILL BE LIMITED TO THE AMOUNT ACTUALLY RECEIVED BY COMPANY FROM CUSTOMER.**
  
14. **TERMINATION.**
  - a. The Agreement and any and all rights to access or use the Products and/or Service will terminate upon: (i) expiration of the Term if either party notifies the other party in writing at least thirty (30) days before the expiration of the Term that it will not be extended; (ii) mutual written agreement of the parties; or (iii) notice of termination to a breaching party following a material, uncured breach hereof.
  - b. Upon termination, Customer will immediately pay Company any and all amounts due. No refunds, whether prorated or otherwise, will be due Customer hereunder unless specifically agreed upon by the parties in writing.
  - c. Upon termination, Customer and all Authorized Users will discontinue access to and use of the Products and/or Service and all rights granted to Customer and Authorized Users under the Agreement will revert to Company.
  - d. Within thirty (30) days of termination, at Customer's sole cost and expense, Customer will irrevocably and entirely delete and ensure the deletion of all Product and Service components and materials, and any and all copies thereof, within the possession or control of Customer or Authorized Users, in whatever form then existing, including translations or compilations, whether partial or complete, and whether or not modified or merged into other software.



Company has the right to obtain upon request, within thirty (30) days of termination, Customer's written statement under oath that all Product and Service components and materials have been destroyed and deleted, including the names of the person(s) responsible for the destruction and/or deletion and the date(s) on which it was completed.

15. **SUSPENSION.** If Customer is in breach of any term of the Agreement, Company may elect to suspend Customer's access to the Products and/or Service until such breach is cured or the Agreement is terminated according to its terms.
16. **FORCE MAJEURE.** If either party's failure to perform under the Agreement is caused by the unavailability of services or materials, labor disputes, governmental restrictions, or any other circumstances beyond such party's control, the failure to perform will not terminate this Agreement unless such failure continues for a period of more than six (6) months, following which either party, at its option, may terminate the Agreement by written notice to the other party.
17. **ASSIGNMENT.** Neither party may assign the Agreement, or any part thereof, without written permission from the other party, except for the unconditional right of Company to assign or otherwise transfer the Agreement to any affiliate or any party acquiring a substantial portion of Company's business or assets.
18. **CONTROLLING LAW.** The Agreement will be governed by the Uniform Commercial Code and Arizona law. The parties hereby consent to the exclusive jurisdiction of the courts located in Maricopa County, Arizona and agree that, in any action arising from or related to the Agreement, the prevailing party will be entitled to recover its reasonable attorneys' fees and court costs.
19. **CONTROVERSIES.** The parties agree that as a condition precedent to any party initiating any lawsuit to assert a claim for monetary damages arising out of or relating to the Agreement, such party will first participate in good faith mediation before a mutually agreed upon mediator in Maricopa County, Arizona. Resulting mediation fees will be borne equally by the parties. Any dispute unresolved after mediation will be decided by arbitration in Maricopa County, Arizona and in accordance with the Commercial Arbitration Rules of the American Arbitration Association. Judgment upon an arbitration decision may be entered in any court otherwise having jurisdiction.
20. **REIMBURSEMENT RIGHTS.** To the extent that Company or Customer breaches or allegedly breaches an obligation, covenant, representation, or warranty to the other party ("Other Party") and such breach gives rise to a claim by a third-party against the Other Party, the parties agree that breaching party ("Responsible Party") will



reimburse and be financially responsible to the Other Party for any and all liabilities, damages, costs, expenses (including reasonable attorneys' fees and court costs) demanded, claimed, or obtained by a third-party against the Other Party. This contractual right of reimbursement will be cumulative and will not be exclusive of any other right or remedy which may be available.

21. SEVERABILITY. If any provision of the Agreement is found to be void, invalid, or unenforceable, such provision will be reformed so as to be enforceable or severed and the Agreement with such provision reformed or severed will remain in full force and effect to the extent permitted by law.
22. WAIVER. No term or provision hereof will be deemed waived and no breach excused unless such waiver or consent is in writing signed by the party claimed to have waived or consented. A waiver of any term or condition will not be deemed a waiver of such term or condition for the future, or of any subsequent breach thereof, nor a permanent modification of such provision or of the Agreement.
23. NOTICE. Any notice hereunder other than regular statements, invoices, or payments will be sent prepaid to the applicable address stated in the Agreement via certified or registered mail, return receipt requested, or overnight traceable courier (e.g. FedEx, UPS) and will be deemed delivered upon proof of receipt. Notices to Company will be Attention: Legal Department with a copy via email to: [legal@glynlyon.com](mailto:legal@glynlyon.com).
24. ENTIRE AGREEMENT. The Agreement constitutes the entire agreement between the parties hereto regarding the subject matter hereof and supersedes all prior agreements, understandings, promises, and undertakings, if any, made orally or in writing, by or on behalf of the parties with respect to said subject matter. Any use of "including" herein means without limitation. No modification, amendment, waiver, termination, or discharge of any provision hereof will be binding unless confirmed in writing and executed by both parties. Each party has had the time and opportunity to consult legal and professional counsel of its choice regarding the Agreement. Neither the Agreement nor any uncertainty or ambiguity herein will be construed or resolved against either party, whether under any rule of construction or otherwise. On the contrary, the Agreement will be construed and interpreted according to the fair meaning of the words used so as to accomplish the purposes and intentions of the parties. The Agreement may be executed in counterparts, including facsimile and email versions, each of which will be deemed an original and all of which taken together with these Terms will constitute a single instrument.

## **ODYSSEYWARE ADDENDUM**

### **1. GRANT OF RIGHTS.**

- a. The quantity of Concurrent Licenses, User Licenses, and/or Single Course Student licenses granted hereunder is set forth in the Agreement and in any invoice for extension of the Term that is fully paid by Customer.
- b. A "Concurrent License" means an individual license to access the Service via the internet as follows: A Concurrent License may be used by any number of Authorized Users, but each Concurrent License may not be used by more than one (1) Authorized User at the same time. The maximum number of Authorized Users that may access and use the Service at the same time shall be no more than the number of Concurrent Licenses specified in the Agreement or any fully-paid invoice for an extension of the Term.
- c. A "User License" shall mean a license to access the Service via the internet as follows: A User License is issued to a single and identified Authorized User and only that Authorized User shall be permitted to access or use the Service via that User License. Once a User License is assigned to an Authorized User, it may not be transferred to or used by another Authorized User except if the Authorized User to whom the User License was initially assigned graduates from, drops out of, transfers out of, or
- d. dis-enrolls from Customer's facility or institution. A User License can be transferred to another Authorized User as permitted herein no more than once.
- e. In addition to and independent of the Concurrent Licenses and User Licenses granted hereunder, if so indicated in the Agreement, Customer may license individual courses for an Authorized User not utilizing a Concurrent License or User License ("Single Course Student") upon payment of the per-course fee specified in the Agreement. Customer may purchase only one (1) course for any Single Course Student and shall pay the per-course fee in full in advance of Company granting access to the Single Course Student.

### **2. CUSTOMIZATION TOOL.**

- a. Company may provide Customer with access to an application allowing for the creation, modification, and deletion of portions of Service curriculum ("Customization Tool"). Customer acknowledges and agrees that any and all content or material Customer modifies with the Customization Tool ("OW Content") shall be the sole and exclusive property of Company. Customer, for itself and its Authorized Users, hereby assigns, quit-claims, and waives any and all rights to any OW Content.
- b. Company acknowledges and agrees that any and all original content created by Customer with the Customization Tool ("Customer Content") shall be the sole and exclusive property of Customer. Customer hereby grants Company a non-exclusive, perpetual, worldwide, irrevocable, royalty-free license to use and exploit all Custom Content in connection with the Service. Customer will reimburse and be financially responsible to the Company for any and all

liabilities, damages, costs, and expenses (including reasonable attorneys' fees and court costs) demanded, claimed, or obtained by a third-party against Company for any infringement of rights related to the Custom Content.

- c. Customer and its Authorized Users shall not use the Customization Tool in any manner that could infringe upon any proprietary rights of any party or that could defame, slander, or libel any party, or to add or provide access to any content that Company deems in its sole discretion to be harmful, threatening, unlawful, defamatory, infringing, harassing, vulgar, obscene, fraudulent, invasive of privacy or publicity rights, hateful, or racially, ethnically, or otherwise objectionable, as determined by Company in its sole discretion.
- d. **COMPANY HEREBY DISCLAIMS FOR ALL PURPOSES AND CIRCUMSTANCES ANY RESPONSIBILITY OR LIABILITY FOR USE OF THE CUSTOMIZATION TOOL INCLUDING, WITHOUT LIMITATION, THE CONTENTS OF THE CUSTOM CONTENT.**

## ODYSSEYWARE ACADEMY ADDENDUM

1. GRANT OF RIGHTS. Rights are granted to Authorized Users on a "per student, per course" basis. An Authorized User may only utilize the Service for the courses in which the Authorized User is enrolled. Company will grade all assignments not automatically graded via the Service; provide Customer with access to Company teachers via the Service; and document Authorized Users' performance with grade reports. If an Authorized User does not use the Service for any course(s) within twenty-four (24) months of Company receiving Customer's purchase order for such course(s) ("Forfeit Date"), access to such course(s) will be permanently forfeited on the Forfeit Date. Customer may deliver a written request for extension to the Company no later than 60 days prior to the Forfeit Date and Company will approve or reject any such extension request in Company's sole discretion. If an Authorized User does not use the Service for any course(s) within twenty-four (24) months of Company receiving Customer's purchase order for such course(s), access to such course(s) will be permanently forfeited.
  
2. SCHOOL RESPONSIBILITIES. In consideration of Company's provision of the Service, School will:
  - a. Provide all necessary on-site supervisory staff at School's sole cost and expense;
  - b. Ensure that students have the ability to access the Service including all technological and physical facilities and equipment;
  - c. Provide all appropriate and/or legally required liability insurance for operating a School, ensure that said insurance is fully funded, paid for, continual, uninterrupted, and names Company as an additional or other insured, and provide Company with written proof of such insurance, all at School's sole cost and expense;
  - d. Ensure all School's facilities are at all times in compliance with all applicable laws, codes, and regulations;
  - e. Comply with all applicable requirements regarding non-public funded educational options including graduation requirements;
  - f. Provide academic counseling for students including prescribing course work based upon transcripts, grade reports, and placement test scores;
  - g. Provide and account for all student documentation not provided by the Service including transcripts, grades, attendance records, consent forms, and health records;
  - h. Obtain registration information and collect tuition fees from all students enrolled in the Service, if applicable; and
  - i. Appoint a single, individual, full-time employee to act as its agent hereunder and serve as the primary contact person for communication with Company regarding the Service ("Partner Administrator"). School represents and warrants that its Partner Administrator will:
    - i. Communicate directly with parents of students regarding all

applicable Service-related issues including test results, course assignments, graduation requirements, lesson plans, completion of daily course work, and study habits. School acknowledges and agrees that Company is not required to communicate with students' parents or guardians and that such communication regarding relevant issues is the sole obligation of School and Partner Administrator.

- ii. Supervise students' work including proctoring tests, monitoring daily work, ensuring compliance with lesson plans, setting progress goals, and submitting report forms. Company may block access to students' work to ensure academic integrity and the Partner Administrator will contact Company to request student access to such work.
- iii. Communicate with Company-designated Partnership Manager at all times to review and evaluate students' progress, program goals, and other concerns related to the Service.

3. **TERMINATION.** In the event Customer ceases to provide educational services to Authorized Users prior to Authorized Users' completion of course work hereunder, Customer will provide to Company contact information for all Authorized Users' parents and Company may thereafter communicate with parents regarding Authorized Users' re-enrollment in the Service.

**ODYSSEYWARE CURRICULUM ADDENDUM**

1. CUSTOMIZATION OF CONTENT.
  - a. Customer acknowledges and agrees that any and all content or material used, added, modified, or created through or in connection with the Products ("Custom Content") shall be the sole and exclusive property of Company. Customer, for itself and its Authorized Users, hereby assigns, quit-claims, and waives any and all rights to any Custom Content.
  - b. Customer and its Authorized Users shall not use the Products in any manner that could infringe upon any proprietary rights of any party or that could defame, slander, or libel any party, or to add or provide access to any content that Company deems in its sole discretion to be harmful, threatening, unlawful, defamatory, infringing, harassing, vulgar, obscene, fraudulent, invasive of privacy or publicity rights, hateful, or racially, ethnically, or otherwise objectionable, as determined by Company in its sole discretion.
  - c. **COMPANY HEREBY DISCLAIMS FOR ALL PURPOSES AND CIRCUMSTANCES ANY RESPONSIBILITY OR LIABILITY FOR USE OF THE PRODUCTS INCLUDING THE CUSTOMIZATION THEREOF.**



## SERVICE LEVELS

1. Service Level Commitment: Except as provided herein, the annual service level for site access to the Application by licensed and authorized end users is 99.9 %. This service level provides that the Application site will be accessible and able to send or receive traffic but does not assure that any particular components or features will be available. At any given time, one or components or features of the Application may be unavailable for a limited duration.
  
2. Exceptions to Service Level Commitment: The service level commitment for access to the Application does not apply and expressly excludes any inability to access the Application:
  - (a) During the designated outage period of all Saturdays from approximately 9:00 p.m. Through 12:00 a.m. (MST), which is the time reserved for maintenance, support and releases ("Designated Outage Period") and during which Licensor may, but is not required to, make access to the Application unavailable;
  - (b) During any other scheduled outage in addition to the Designated Outage Period that is communicated no less than ten (10) days in advance by Licensor to Licensee, for necessary maintenance, upgrades or releases, which shall not occur more than twice in any twelve (12) month period;
  - (c) That is not due to the functionality of the Application or an act or omission of Licensor;
  - (d) That is due to a *force majeure*; act of god; war; the illegal or prohibited act of any third party; a terrorist act; or a power outage; or,
  - (e) That is resulting from or caused by, in whole or part, Licensee's hardware, software, technology, or that of any of Licensee's authorized end users or an act or omission of Licensee.
  
3. Upon a site outage reported to Licensor that is not due to one or more of the events identified in paragraph 2, Licensor typically responds within 90 minutes of the reported outage with an estimate of the time by which a resolution of the outage will be achieved.

4. If Licensee's access to the Application is unavailable for a period of more than three (3) hours after Licensee's report of the outage to Licensor for reasons other than those set for in paragraph 2 above ("Outage Event"), and if Licensee experiences three Outage Events occur during any twelve (12) month period, each of which was promptly reported by Licensee to Licensor at the time of the Outage Event, Licensee may apply for a one month extension of the Term of Licensee's license of the Application for each Outage Event that occurs thereafter within the same twelve (12) month period by submitting such request for extension of the Term within ten (10) business days after each subsequent Outage Event to Legal(a)glynlvon.com and include in the request the name, address and contact individual of Licensee; the date and time of the Outage Event for which the extension is being requested and of the three prior Outage Events.

## Odysseyware® Terms of Use

By using or allowing others to use the software, materials, interactive features, and website associated with the Odysseyware® website (“Website”), you (the “User”) are agreeing to be bound by these legal terms and conditions (“Agreement”). Any person interacting with the Website in any way, including but not limited to students, teachers, administrators, and parents, are Users for the purposes of this Agreement. If you do not agree to the terms and conditions of this Agreement, do not use this Website. If you are dissatisfied with this Website, any Website content, or the terms and conditions of this Agreement, you agree that your sole and exclusive remedy is to discontinue your use of this Website. You acknowledge and accept that your use of this Website is at your sole risk. You represent you have the legal capacity and authority to accept these Legal Terms and Conditions on behalf of yourself or any party you represent. Certain terms of this Agreement may not apply to your use of the Website however all applicable terms are nonetheless binding. As the parent of Odysseyware rightful owner of the Website, Glynlyon, Inc., (“Glynlyon”) reserves the right to change or terminate the terms of this Agreement at any time and from time to time without any notice to you by posting said changes on the Odysseyware website. Any such changes are hereby incorporated into this Agreement by reference as though fully set forth herein.

### A. General Provisions

1. **Indemnification.** You, the User of this Website, agree to indemnify and hold Glynlyon, its subsidiaries, affiliates, and assigns, and each of their directors, officers, agents, contractors, partners and employees, harmless from and against any loss, liability, claim, demand, damages, costs, and expenses, including reasonable attorneys’ fees, arising out of this Agreement or in connection with any use of the Website including but not limited to any damages, losses, or liabilities whatsoever with respect to damage to any property or loss of any data arising from the possession, use, or operation of the Website by the User or any customers, users, students, or others, or arising from transmission of information or the lack thereof connected with the Website described in this Agreement.
2. **Termination.** This Agreement shall remain in effect until terminated. This Agreement may be terminated at Glynlyon’s sole discretion and without prior notice, by mutual written agreement between the parties, but not by the User. Glynlyon may suspend or terminate your access to the Website without prior notice and in Glynlyon’s sole discretion and Glynlyon shall not be liable for any such suspension, termination, or deletion or its effects, including but not limited to interruption of business or education, loss of data or property, property damage, or any other hardship, losses, or damages. Glynlyon may unilaterally and without notice terminate this Agreement and/or your access to the Website if you or any other person or entity using the Website violates any provision of this Agreement. Glynlyon shall not be liable to you or to any third party for any termination. Upon termination you or any other person or party using the Website shall cease to use the Website at your sole cost and expense.

- 3. Updates.** At its option, from time to time, Glynlyon may create updated versions of the Website and may make such updates available to you either for a fee or for free. Unless explicitly stated otherwise, any such updates will be subject to the terms of this Agreement including any amendments to this Agreement, to be determined in Glynlyon's sole discretion.
- 4. 4. Proprietary Materials.** All content available through the Website, including designs, text, graphics, pictures, video, information, applications, software, music, sound, and other files, and their selection and arrangement ("Site Content"), as well as all software and materials contained in or related to the Website are protected by copyrights, trademarks, service marks, patents, trade secrets, or other proprietary rights and laws. You hereby agree not to sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from such content or materials. Systematic retrieval of data or other content from the Website to create or compile, directly or indirectly, a collection, compilation, recreation, database, or directory of Website materials is prohibited except as provided for herein. Use of Website content or materials for any purpose not expressly provided for herein is prohibited.
- 5. Disclaimer of Warranty.** The Website is provided "as is", with all faults and without warranty of any kind. Glynlyon hereby disclaims all warranties with respect to the WEBSITE, either express, implied, or statutory, including but not limited to the implied warranties of merchantability, of satisfactory quality, of fitness for a particular purpose, of accuracy, of quiet enjoyment, and non-infringement of third party rights. Glynlyon does not warrant, guarantee, or make any representations THAT THE CONTENT IS ACCURATE, RELIABLE, OR CORRECT OR THAT IT WILL MEET YOUR NEEDS OR REQUIREMENTS, THAT THE WEBSITE WILL BE AVAILABLE AT ANY PARTICULAR TIME OR LOCATION, THAT ANY DEFECTS OR ERRORS WILL BE CORRECTED, OR THAT THE CONTENT IS FREE OF VIRUSES OR OTHER HARMFUL COMPONENTS. You assume the entire risk as to the quality, results, and performance of the Website as well as the entire risk and cost of all service, repair, or correction. No oral or written information, advice, suggestions, or recommendations given by Glynlyon, its representatives, dealers, distributors, agents, or employees shall create a warranty or in any way increase the scope of this Agreement and you may not rely on any such information, advice, suggestions, or recommendations. Some jurisdictions do not allow the exclusion or limitation of certain warranties or consumer rights, so some exclusions and limitations may not apply to you.
- 6. Limitation of Liability.** You hereby agree that Glynlyon, its subsidiaries, affiliates, and assigns, and each of their directors, officers, agents, contractors, partners, and employees, shall not be liable to you or any third party for any indirect, special, consequential, or incidental damages including but not limited to damages for loss of funds or property, business interruption, loss of business opportunity, loss of data, or any other hardship, damages, or losses arising out of or related to: the use or inability to use the Website, however caused; unauthorized or accidental access to or alteration of data; statements or conduct of any third party; or any matter relating to the use of the Website; and even if Glynlyon has been advised of the possibility of such damages. Some jurisdictions do not

allow the exclusion or limitation of certain remedies or damages, so some exclusions and limitations may not apply to you.

7. **Severability.** If any provision of this Agreement is held to be ineffective, unenforceable, or illegal for any reason, Glynlyon may reform such provision to the extent necessary to make it effective, enforceable, and legal or such provision may be deemed severed and in either case this Agreement with such provision reformed or severed shall remain in full force and effect to the fullest extent permitted by law. Glynlyon's failure to enforce any part or portion of this Agreement shall not be considered a waiver by Glynlyon.
8. **Controlling Law and Controversies.** This Agreement shall be governed by the laws of the State of Arizona and of the United States. You understand and agree that use of the Website may involve interstate data transmissions which may be considered a transaction in interstate commerce under federal law. If any controversy or claim related to this Agreement cannot be solved by negotiation between the parties, the parties hereby agree to attempt in good faith to settle the dispute through mediation administered by a mutually agreed upon mediator in Phoenix, Arizona and in accordance with the Commercial Mediation Rules of the American Arbitration Association. If mediation fails to resolve the dispute, the parties hereby agree that the dispute shall be settled through arbitration administered by a mutually agreed upon arbitrator in Phoenix, Arizona and in accordance with the Commercial Arbitration Rules of the American Arbitration Association. Any decision may award reasonable attorneys' fees to the prevailing party and judgment upon an arbitration decision may be entered in any court otherwise having jurisdiction.
9. **Entire Agreement.** This Agreement constitutes the entire agreement between Glynlyon and the User relating to the subject matter hereof and supersedes all prior understandings, promises, and undertakings, if any, made orally or in writing with respect to the subject matter hereof. You may not assign any portion of this Agreement without Glynlyon's written permission. Glynlyon may assign all or any portion of this Agreement in Glynlyon's sole discretion. No modification, amendment, waiver, termination, or discharge of any portion of this Agreement shall be binding unless executed and confirmed in writing by Glynlyon.
10. **Export Prohibitions.** Any export or attempt to export the software either partially or in its entirety, related to the Website is governed by United States law and the laws of the jurisdiction in which you reside. Any export of software related to the Website or any portion thereof in any way prohibited by law or regulations issued by agencies of the United States federal government is hereby prohibited. Portions of the Website may include restricted computer software. Neither the Website nor any portion thereof nor the underlying information or technology may be downloaded or otherwise exported or re-exported: (a) into (or to a national or resident of) any U.S. embargoed country; (b) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals; or (c) to the U.S. Commerce Department's Denied Persons or Entities List or Table of Denial Orders. You hereby represent and warrant that you are not located in or the resident of any such country or on any such list.



## **B. End User Terms and Conditions**

- 1. Ownership.** This Website and all associated materials provided by Glynlyon are the solely owned or appropriately licensed property of Glynlyon. The Website is licensed, not sold, to you under the terms of this Agreement. Glynlyon does not sell any title, ownership right, or interest in or to the Website. By using this Website, you are agreeing only to a non-exclusive, nontransferable license to use, according to the terms of this Agreement, the Website and any software programs or other proprietary material of third parties that are incorporated into the Website. Glynlyon reserves and retains all applicable right, title, and interest (including but not limited to copyrights, patents, trademarks, and service marks and other intellectual property rights) in and to the Website and all associated materials. Any remuneration paid for this product constitutes a license fee for the use of the Website.
- 2. Use.**

  - a. The copying, reproduction, duplication, translation, reverse engineering, adaptation, decompilation, disassembly, reverse assembly, modification, or alteration of the Website or any portion thereof is expressly prohibited without the prior written consent of Glynlyon except as provided for herein. The merger or inclusion of the Website or any portion thereof with any computer program, and the creation of derivative works or programs from the Website or any portion thereof, is also expressly prohibited without the prior written consent of Glynlyon.
  - b. Requests for permission to reproduce, duplicate, adapt, or otherwise exploit any portion of the Website should be submitted in writing to the Glynlyon address listed at the bottom of this Agreement. Any permissions granted shall be in the sole and exclusive discretion of Glynlyon.
  - c. Neither the Website nor any part thereof may be rented, leased, sold, assigned, transferred, re-licensed, sub-licensed, or conveyed for any purpose. Any attempted rental, lease, sale, assignment, transfer, re-license, sub-license, conveyance, gift, or other disposition of the Website in violation of this Agreement is null and void. Any act or failure to prevent an act in violation of this Agreement may result in civil and/or criminal prosecution.
  - d. Programs or software developed and/or owned by entities other than Glynlyon and included with or incorporated into the Website (“Third Party Software”) is subject to and its use is governed by this Agreement. The use of Third Party Software except as for any purpose other than its intended use in conjunction with the Website is prohibited.
- 3. Registration and Identifying Information.** You hereby represent and warrant that any and all information provided by you to Glynlyon shall be complete, true, accurate, and current in all respects and that you shall update any changes to information as soon as such changes occur. As related to your use of the Website, you are responsible for maintaining the confidentiality of your account and password and for restricting access to your computer. You agree to accept responsibility for all activities that occur under your account and password. When providing any identifying information about students or minors, you



hereby represent and warrant that you are authorized to provide such information and that you have read and agreed to the terms of the Privacy Policy included in this Agreement and associated with this Website.

**4. Hosting Policy.**

- a. Glynlyon may but is not obligated to provide database services to manage student records solely related to the use and application of the Website ("Hosting Services").
- b. Hosting Services provided by Glynlyon in connection with the purchase and use of the Website are included in any price paid for the Website and Glynlyon is not responsible nor will Glynlyon provide or offer any discounts or credits if you do not have adequate facilities or equipment to utilize the Hosting Services.
- c. You agree to exercise the utmost vigilance and care in protecting all information to be transmitted via Glynlyon's Hosting Services. Glynlyon is not responsible for any lost, stolen, or otherwise mismanaged data transmitted pursuant to this Agreement.
- d. Any and all information transmitted pursuant to this Agreement shall be subject to and covered by the indemnifications, liability limitations, and Privacy Policy included herein.
- e. Glynlyon reserves the right to modify or discontinue, temporarily or permanently, at any time and from time to time, the Hosting Services (or any part thereof) with or without notice. Glynlyon shall not be liable to you, the User, or to any third party for any modification, suspension, or discontinuance of the Hosting Services, for your or any third party's use of the Hosting Services, or for any damages originating therefrom. In no event shall you be entitled to receive a rebate, refund, credit or reduction of any costs or fees which you agreed to pay for the Website.

- 5. Third Party Sites and Content.** The Website may contain (or may send you through or to) links to other websites ("Third Party Sites") as well as articles, photographs, text, graphics, pictures, designs, music, sound, video, information, applications, software, and other content or items belonging to or originating from third parties ("Third Party Content"). Glynlyon does not check such Third-Party Sites and Third-Party Content for accuracy, appropriateness, or completeness and Glynlyon is not responsible for any Third-Party Sites accessed through use of the Website or for any Third Party Content posted on, available through, or installed from the Website, including the content, accuracy, offensiveness, opinions, reliability, privacy practices, or other policies of or contained in the Third Party Sites or the Third Party Content. Inclusion of, linking to, or permitting the use or installation of any Third-Party Site or any Third-Party Content does not imply approval or endorsement thereof by Glynlyon. Although some computers may employ filtering software to prevent access to certain Third-Party Sites, Glynlyon shall have no responsibility or liability whatsoever for any Third-Party Sites or Third-Party Content accessed through use of the Website.

- 6. User Conduct.** You represent, warrant, and agree that no materials of any kind submitted through your account or otherwise created, used, posted, transmitted, or shared by you or others through you on or through the Website will violate or infringe upon the rights of any third party, including copyright, trademark, privacy, publicity, or other personal or

proprietary rights; or contain libelous, defamatory, or otherwise unlawful material. You further agree not to use the Website to:

- a. Collect email addresses or other contact information of other users from the website;
  - b. Send unsolicited communications to other users of the website;
  - c. Take any unlawful or unauthorized actions or in any way damage, disable, overburden, or impair the website or the intellectual property rights owned or licensed by Glynlyon as described elsewhere herein;
  - d. Upload, post, transmit, share, store, or otherwise make available any content that Glynlyon deems harmful, threatening, unlawful, defamatory, infringing, abusive, inflammatory, harassing, vulgar, obscene, fraudulent, invasive of privacy or publicity rights, hateful, or racially, ethnically, or otherwise objectionable in Glynlyon's sole discretion;
  - e. Misrepresent yourself, your age, or your affiliation with any person or entity;
  - f. Upload, post, transmit, share, or otherwise make available any unsolicited or unauthorized advertising, solicitations, promotional materials, "junk mail," "spam," "chain letters," "pyramid schemes," or any other form of solicitation;
  - g. Upload, post, transmit, share, store, or otherwise make publicly available through the website any private information of any third party;
  - h. Solicit personal information from anyone under 18 or solicit passwords or personally identifying information for commercial, unauthorized, or unlawful purposes;
  - i. Upload, post, transmit, share, or otherwise make available any material that contains software viruses, or any other computer code, files, or programs designed to interrupt, destroy, or limit the functionality of any computer software or hardware or telecommunications equipment;
  - j. Intimidate or harass another;
  - k. Upload, post, transmit, share, store, or otherwise make available content that would constitute, encourage, or provide instructions for a criminal offense, violate the rights of any party, or that would otherwise create liability or violate any local, state, national, or international law;
  - l. Use or attempt to use another's account, service, or system or create a false identity on the website;
  - m. Interfere with or disrupt the website or servers or networks connected to the website, or disobey any requirements, procedures, policies, or regulations of networks connected to the website;
  - n. Upload, post, transmit, share, store, or otherwise make available content that infringes any proprietary rights of any party or defames, slanders, or libels any party, or otherwise violates any law of the united states or the jurisdiction in which you reside;
  - o. Upload, post, transmit, share, store, or otherwise make available content that, in the sole judgment of Glynlyon, is objectionable or which restricts or inhibits any other person from using or enjoying the website, or which may expose Glynlyon or its users to any harm or liability of any type;
  - p. Facilitate or encourage any violations of this agreement.
7. **User Content.** You are solely responsible for the profiles (including any name, image, or likeness), messages, notes, text, information, listings, and other content that you upload, publish, or display on or through the Website ("User Content"). Posting, transmitting, or

sharing User Content through the Website that you did not create, that you do not have the rights to, or that you do not have permission to post is prohibited. You understand and agree that Glynlyon may, but is not obligated to, review and may delete or remove (without notice) any User Content in its sole discretion, for any reason or no reason, including User Content that in Glynlyon's sole judgment violates this Agreement or which might be offensive, illegal, or that might violate the rights, harm, or threaten the safety of users or others. You are solely responsible at your sole cost and expense for creating backup copies and replacing any User Content you post or store on the Site or provide to Glynlyon. When you post User Content, you authorize and direct Glynlyon to make such copies thereof as Glynlyon deems necessary in order to facilitate the posting, storage, and use of the User Content. By posting User Content through any part of the Website, you automatically grant, and you represent and warrant that you have the right to grant, to Glynlyon an irrevocable, perpetual, non-exclusive, transferable, fully paid, worldwide license (with the right to sublicense) to use, copy, publicly perform, publicly display, reformat, translate, excerpt (in whole or in part), and distribute such User Content for any purpose, commercial, advertising, or otherwise, on or in connection with the Website or the promotion thereof, to prepare derivative works of, or incorporate into other works, such User Content, and to grant and authorize sublicenses of the foregoing.

8. **Customization Tool.** Through your use of the Website, Glynlyon may provide you access to an application allowing for the creation, modification, and deletion of portions of the Website and its related curriculum ("Customization Tool"). Your use of the Customization Tool is wholly governed by this Agreement. You shall not use the Customization Tool to create any materials which infringe any proprietary rights of any party or defames, slanders, or libels any party, or any content that Glynlyon deems in its sole discretion to be harmful, threatening, unlawful, defamatory, infringing, abusive, inflammatory, harassing, vulgar, obscene, fraudulent, invasive of privacy or publicity rights, hateful, or racially, ethnically, or otherwise objectionable, or otherwise violates any law of the United States or the jurisdiction in which you reside. Glynlyon shall retain all right, title, and interest in and to all materials originally provided as part of the Website. You shall not own any right, title, or interest in or to any material created through the use of the Customization Tool nor may you rent, lease, sell, assign, transfer, re-license, sub-license, convey, gift, or otherwise dispose of any material created through the use of the Customization Tool. Glynlyon shall own all right, title, and interest in and to any material created through the use of the Customization Tool unless such materials defame, libel, slander, or infringe or otherwise violate the rights of any third party or are unauthorized in Glynlyon's sole discretion. Glynlyon hereby disclaims for all purposes and in all circumstances any responsibility or liability for any materials created through the use of the Customization Tool.
9. **Technical Support.** Glynlyon may provide technical support to you only for your use of the Website. You must have uninterrupted Internet access in order to receive technical support. Under no circumstances is Glynlyon obligated to provide technical support for the following issues:
  - a. Network issues such as Internet Service Providers, spy ware, viruses, loss of communication on the network and similar issues.
  - b. Hardware issues such as switches, hubs, modems, routers, firewalls and similar items.

- c. Infrastructure issues such as power, electrical, or other instances beyond Glynlyon 's reasonable control.
- d. Issues not related to the use of the Website, as determined by Glynlyon in Glynlyon 's sole discretion.

### **C. Third Party Notices**

The Website may incorporate or have been created with the use of and in conjunction with Third Party Software. This Third-Party Software may only be used in conjunction with the Website and you may not use this Third Party Software for any other purpose or with any other product or service at any time or for any reason.

#### **Glynlyon Contact Information**

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PREPARING STUDENTS FOR COLLEGE, CAREER, & *life*.

# Appendix A

## Course Guide



# CORE COURSES & ELECTIVES

Courses in **BOLD** indicate full-year courses.

- Odysseyware Full Course Library License includes all items listed plus additional content resources and other LMS features
- Easy-to-use course customization and teacher authoring tools
- Credit recovery, remediation & acceleration solutions
- Single platform supports multiple uses: intervention, credit recovery, online learning, blended learning, and more!
- Videos and interactive activities
- Dashboard progress monitoring and extensive reporting options
- Individualized Learning Path option with NWEA® MAP® Growth™ assessment scores
- Search by State Standards, CCSS, and other search options

ENGLISH LANGUAGE ARTS	
Language Arts 300	
Language Arts 400	
Language Arts 500	
English Grade 6	2198
English Grade 7	2198
English Grade 8	2198
English 9	A-G 2130
English 10	A-G 2131
English 11	A-G 2132
English 12	A-G 2133
English I Fundamentals	A-G
English II Fundamentals	A-G
English III Fundamentals	A-G
English IV Fundamentals	A-G
Spelling 300	
Spelling 400	
Spelling 500	
Spelling 600	

MATHEMATICS	
Mathematics 300	
Mathematics 400	
Mathematics 500	
Mathematics Grade 6 – Common Core	2434
Mathematics Grade 7 – Common Core	2435
Mathematics Grade 8 – Common Core	2436
Algebra I Fundamentals	A-G
Algebra I	A-G
Geometry Fundamentals	A-G
Geometry	A-G
Algebra II Fundamentals	A-G
Algebra II	A-G
Integrated Mathematics I: Common Core	A-G 2440
Integrated Mathematics II: Common Core	A-G 2441
Integrated Mathematics III: Common Core	A-G 2442
Pre-calculus – Common Core	A-G 2444
Probability & Statistics (Available 2018-19)	
Advanced Algebra	A-G
Analytic Geometry	A-G
Coordinate Algebra	A-G
<i>Electives:</i>	
Consumer Math	A-G
Trigonometry	A-G

WORLD LANGUAGES	
French I	A-G
French II	A-G
Spanish I	A-G
Spanish II	A-G
Spanish II	A-G

SCIENCE	
Science 300	
Science 400	
Science 500	
Science 600	
Science Grade 7	2653
Science Grade 8	2654
Biology	A-G 2603
Chemistry	A-G 2607
Physics	A-G 2613
Integrated Physics and Chemistry	A-G
<i>Electives:</i>	
Earth Science	A-G 2618
Environmental Science	A-G

HISTORY/SOCIAL SCIENCE	
History and Geography 300	
History and Geography 400	
History and Geography 500	
History and Geography 600	
Civics (Available 2018-19)	
World History and Geography: Medieval and Early Modern Times	2734
World Civilizations	A-G
World Geography	A-G
United States History and Geography: Growth and Conflict	2734
World History, Culture, and Geography: The Modern World	A-G 2711
United States History and Geography: Continuity and Change in the Twentieth Century	A-G 2709
United States History: Foundations to Present	A-G
United States History: Reconstruction to Present	A-G
Principles of American Democracy	A-G 2703
<i>Electives:</i>	
Civil War	A-G
Economics	A-G 2701
Personal Financial Literacy	
Psychology	A-G
Twentieth Century American History	A-G
Vietnam Era	A-G

FINE ARTS	
Art History	
Digital Arts	
Media Studies	
Music Appreciation	A-G
Music Theory	A-G

BUSINESS	
Business Computer Information Systems	
Essentials of Business	
Essentials of Communication (Speech)	
Technology and Research	

HEALTH	
Health Quest	
Health Education	
California Health (Available December 2017)	
Personal and Family Living	
Physical Education	
Physical Fitness	

ASSESSMENTS, DIAGNOSTICS AND TEST-PREP RESOURCES	
SPARK Assessment and Remediation Tool for English Language Arts and Mathematics	
ACT® Test Prep	
GED® Test Prep	
HISET® Test Prep	
TASC Test Assessing Secondary Completion™ Prep	
Essentials of Mathematics	
Essentials of Language Arts	
Skills and Diagnostic Tests for English Grammar and Mathematics	

ADVANCED PLACEMENT® (USE WITH AP® COURSES)	
Calculus	
Comparative Government and Politics	
English Language and Composition	
Human Geography	
Macroeconomics	
U.S. Government and Politics	
U.S. History	

BLENDED LEARNING LIBRARY	
Mathematics 700 Resources	
Mathematics 800 Resources	
Algebra I Resources	
Algebra II Resources	
Geometry Resources	
Language Arts 600 Resources	
Language Arts 700 Resources	
Language Arts 800 Resources	
English I Resources	
English II Resources	
English III Resources	
English IV Resources	

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# CAREER & TECHNICAL EDUCATION COURSES

As more schools expand CTE programs, Odysseyware provides a wide array of courses to support all 16 career clusters. Our rigorous, media-rich 80+ CTE courses prepare students for the workforce and post-secondary education.

## MIDDLE SCHOOL

Career Explorations I  
 Career Explorations II  
 Career Explorations III  
 Keyboarding and Applications  
 Principles of Coding

## AGRICULTURE, FOOD & NATURAL RESOURCES

Introduction to Agriculture, Food, and Natural Resources **A-G**  
 Agribusiness Systems **A-G**  
 Animal Systems **A-G**  
 Environmental Service Systems **A-G**  
 Food Products and Processing Systems **A-G**  
 Natural Resources Systems **A-G**  
 Plant Systems **A-G**  
 Power, Structural, and Technical Systems

## BUSINESS MANAGEMENT & ADMINISTRATION

Business Law **A-G**  
 Career Management **A-G**  
 Office 2010 Applications 1 Microsoft Word®, PowerPoint®, and Publisher® **A-G**  
 Office 2010 Applications 2 Microsoft Excel® and Access® **A-G**  
 Office 2013 Applications 1 Microsoft Word®, PowerPoint®, and Publisher® **A-G**  
 Office 2013 Applications 2 Microsoft Excel® and Access® **A-G**  
 Principles of Business and Finance **A-G**  
 Small Business Entrepreneurship **A-G**  
 Technology and Business

## HEALTH SCIENCE

Introduction to Careers in the Health Sciences **A-G**  
 Careers in Allied Health **A-G**  
 Forensics: Using Science to Solve a Mystery **A-G**  
 Nursing: Unlimited Possibilities and Unlimited Potential **A-G**  
 Physicians, Pharmacists, Dentists, Veterinarians, and Other Doctors **A-G**  
 Public Health: Discovering the Big Picture in Health Care **A-G**  
 Scientific Discovery and Development **A-G**  
 Therapeutics: The Art of Restoring and Maintaining Wellness **A-G**

## HOSPITALITY & TOURISM

Introduction to Hospitality and Tourism **A-G**  
 Food and Beverage Management **A-G**  
 Food Safety and Sanitation **A-G**  
 Lodging Operations Management **A-G**  
 Marketing and Sales for Tourism and Hospitality **A-G**  
 Planning Meetings and Special Events **A-G**  
 Sustainable Service Management for Hospitality and Tourism **A-G**  
 Transportation and Tours for the Traveler **A-G**

## HUMAN SERVICES

Introduction to Human Services **A-G**  
 Counseling and Mental Health Services **A-G**  
 Early Childhood Development and Services **A-G**  
 Family and Community Services **A-G**  
 Introduction to Consumer Services **A-G**  
 Introduction to Human Growth and Development **A-G**  
 Personal Care Services **A-G**

## INFORMATION TECHNOLOGY

Introduction to Information Technology **A-G**  
 Fundamentals of Computer Systems **A-G**  
 Fundamentals of Digital Media **A-G**  
 Fundamentals of Programming and Software Development **A-G**  
 Introduction to Information Technology Support and Services **A-G**  
 Introduction to Network Systems **A-G**  
 Network System Design **A-G**  
 New Applications: Web Development in the 21st Century **A-G**  
 Software Development Tools **A-G**

## LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Introduction to Law, Public Safety, Corrections, and Security **A-G**  
 Corrections: Policies and Procedures **A-G**  
 Fire and Emergency Services **A-G**  
 Law Enforcement Field Services **A-G**  
 Legal Services **A-G**  
 Security and Protective Services

## SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

Introduction to STEM **A-G**  
 Engineering and Design **A-G**  
 Engineering and Innovation **A-G**  
 Engineering and Product Development **A-G**  
 Principles of Technology and Engineering **A-G**  
 Science and Mathematics in the Real World **A-G**  
 Scientific Research **A-G**  
 STEM and Problem Solving **A-G**

## ARCHITECTURE & CONSTRUCTION

Introduction to Careers in Architecture and Construction **A-G**  
 Construction Careers **A-G**

## ARTS, A/V TECHNOLOGY & COMMUNICATIONS

Introduction to Careers in Arts, A/V Technology, and Communications **A-G**  
 A/V Technology and Film Careers **A-G**

## EDUCATION & TRAINING

Introduction to Careers in Education and Training **A-G**  
 Teaching and Training Careers **A-G**

## FINANCE

Introduction to Careers in Finance **A-G**  
 Banking Services Careers **A-G**  
 Money Matters A  
 Money Matters B

## GOVERNMENT & PUBLIC ADMINISTRATION

Introduction to Careers in Government and Public Administration **A-G**  
 National Security Careers **A-G**

## MANUFACTURING

Introduction to Careers in Manufacturing **A-G**  
 Careers in Manufacturing Processes **A-G**

## MARKETING

Introduction to Careers in Marketing **A-G**  
 Careers in Marketing Research **A-G**

## TRANSPORTATION, DISTRIBUTION & LOGISTICS

Introduction to Careers in Transportation, Distribution, and Logistics **A-G**  
 Careers in Logistics Planning and Management Services **A-G**

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## COURSE GUIDE FOR GRADE 6-12 STUDENTS

### AVAILABLE NOW FOR GRADES 6-12

Adrenaline  
 Anger Management  
 Avoiding Exploitation  
 Black and White Thinking  
 \*Bullying/Cyberbullying  
 Character Traits  
 Coping Strategies  
 Cultural Implications Within Family and Learned Behavior  
 \*Digital Citizenship  
 \*Future Goals  
 Getting to Know You  
 Healthy Communication  
 Impulsive Decision-Making  
 Irrational Thinking  
 Learned Helplessness  
 \*Motivation  
 Primary and Secondary Impacts of Behavior  
 Putting it all Together  
 Raising Awareness About Opiates  
 Refocus  
 Refusal Skills  
 Restorative Practices  
 \*Self-Esteem  
 Strategies for Successful Return to School  
 Substance Abuse  
 Talking to Parents and Guardians  
 Talking to Peers  
 Truancy  
 Vision of Self

NOTE: Courses marked with an asterisk are recommended for use as prevention courses. However, other courses may be substituted for these. All courses may be used for prevention or intervention.

### COMING SOON FOR GRADES 6-12

**Coming Soon For Grades 6-12**  
**Anxiety/Depression**  
**LGBTQ**  
**Mood Management**  
**Aggression**  
 Children of Divorce  
 Gangs  
 Self-Harm  
 Hopelessness

### COMING SOON FOR GRADES 3-5

**All About Me**  
**Digital Citizenship**  
**Self-Regulation**  
 Healthy Friendships  
 Goals  
 Bullying/Cyberbullying  
 Feeling Proud  
 Member of My Community  
 Using my Voice

NOTE: Coming Soon courses marked in BOLD will be first to release.

- All student courses have adult versions for teachers, parents/guardians, and educators.
- All BASE Education courses are available in both English and Spanish.
- All student courses are:
  - designed for ages 12- 21
  - aligned to Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies
  - based on Multi-tiered System of Support (MTSS) and Positive Behavioral Interventions & Supports (PBIS) best practices.
- Five Courses approved, sponsored or co-authored by national organizations:
  - **Getting to Know You** - Supported by the *PALS4Ed Organization*
  - **Avoiding Exploitation** - Support from *Emphatize*
  - **Raising Awareness About Opiates** - Film and Processing Questions - Co-created by the *FBI* and *DEA*. School version video addresses dangers surrounding the growing opiate and heroin epidemic.
  - **Substance Abuse (30 modules)** - Developed in accordance with *FBI* and *Act on Drugs*
  - **Truancy** - Stamp of Approval from *National Center for School Engagement Practices*.
- All courses may be assigned as Tier 1, 2 or 3\*, often in clusters depending on needs or priorities for students. Students or adults may also complete courses based on interest or preference of school or district related to prevention or intervention.

\*Tier 1, 2 and 3 reference: Multi-tiered System of Support (MTSS)



PREPARING STUDENTS FOR COLLEGE, CAREER, & *life*.

# Appendix B

## Navigation Guides

Not provided

CONFIDENTIAL

# Cover Sheet

## Approval of Change Order to Gafcon Construction Management Services Contract

**Section:** III. Action Items  
**Item:** A. Approval of Change Order to Gafcon Construction  
Management Services Contract  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** III A Change Order Request for MSA SA.pdf



Committee Agenda Item #:	III A- Action Item
Date:	July 12, 2018
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors Facility Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Project Change Order Request for MSA – Santa Ana

## I. Proposed Committee Recommendation(s)

Staff recommends that the Board of Directors of MPS (the “**MPS Board**”) approve the change order request from Gafcon, Inc. for \$5,280 for additional services rendered to date described herein for the MSA-Santa Ana Project and an additional \$7,220 allowance for additional services for a grand total amount of \$12,500.

## II. Background

### A. Policy

MPS Board policy requires that all project change orders be brought to the Board for review and approval. Gafcon, Inc., construction manager for MPS’s MSA-Santa Ana gymnasium project (the “**Project**”), has submitted a change order request for additional fees in the amount of \$5,280.00 for services outside the scope of their contract.

**B. The Gafcon Agreement** MPS entered into a Construction Management Consulting Agreement with Gafcon as of August 16, 2017 (the “**Gafcon Agreement**”). The Gafcon Agreement provides that “[MPS] shall pay the Construction Manager a not to exceed fee in the amount of One Hundred Eighty-Three Thousand Six Hundred Nineteen Dollars (\$183,619.00). Work will be performed in accordance with the hourly rates set forth attached as Exhibit B.”

Gafcon previously sought a contract fee increase of approximately \$45,000 because the time required to manage the Project exceeded their expectations. That request was rejected by Staff for various reasons: (1) MPS and Gafcon contracted for a not to exceed contract amount; (2) the request was made at almost the half-way mark of the Project schedule; (3) the MPS-Santa Ana budget is tight and would not support such a large increase. While Gafcon claimed that they spent a disproportionate amount of time at the early stages of the Project on bond funding



activities, a review of their billings do not provide sufficient evidence to support that proposition. In any event, if that was the case that matter should have been raised much earlier in the Project.

However, Gafcon has performed certain services that are outside of the scope of work covered in the Gafcon Agreement, specifically attending Board meetings to keep the Board abreast of the Project developments, including construction change orders, and providing detailed explanations of construction related issues. Accordingly, Staff believes that it is consistent with the Gafcon Agreement and equitable to improve this increase. Staff seeks a contingency amount of \$7,220 for additional services in the event Gafcon requests payment for additional services and MPS Staff agrees that such payment is warranted.

### III. Budget Impacts

The Board was informed at the February 8, 2018 Regular Board Meeting that the revised project budget for MSA-Santa Ana was \$4,671,177 which included an inter-company/school loan of \$600,000 to cover overages above the previously approved project budget of \$3,859,380. The loan amount was premised on realizing savings of \$207,651 from value engineering to yield a total Project budget of \$4,463,526.

Currently total Project budget costs are estimated at \$4,578,406, an increase of \$114,880. This number is inclusive of potential change order requests that may be forthcoming and exclusive of any savings from unused contractor contingency funds and any refunds or discounts due to Owner because of design errors. As a consequence Staff may request an increase in the amount of funds needed to be borrowed via an intercompany loan (from \$600,000 as previously approved to \$720,000). Staff will bring the matter before the Board if such an increase is needed.

#### Exhibits (attachments):

- A. *Change Order Request*
- B. *Construction Management Consulting Agreement is entered into on August 16, 2017 by and between Magnolia Public Schools and GAFCON, INC.*





Exhibit A

Change Order Request

## WORK AUTHORIZATION NO. 002

CONSULTANT: Magnolia Public Schools  
PROJECT: Magnolia Science Academy, Santa Ana - Gymnasium Project  
DATE: June 15, 2018

THIS WORK AUTHORIZATION HEREBY MODIFIES AND AMENDS the Construction Management Consulting Agreement ("Agreement") entered into between Gafcon, Inc. ("Gafcon") and Magnolia Public Schools ("Owner") dated August 16<sup>th</sup>, 2017. The following changes are incorporated into the above-referenced Agreement and include all terms and conditions.

### MODIFICATIONS ARE AS FOLLOWS:

- 1. Scope of Work:** As requested by Owner, Gafcon shall prepare, attend, and present project status and discuss construction issues at Magnolia Public Schools Board Meetings. Services performed required a total of 33 hours.
- 2. Fees:** Compensation for this Work Authorization 002 shall be for a fixed amount which shall not to exceed \$5,280.00 (Mike Lengyel, Construction Manager, 33 hours x \$160.00/hour = \$5,280.00).
- 3. Reimbursable Expenses:** Owner shall reimburse Gafcon for all out-of-pocket expenses associated with this Work Authorization.

This Work Authorization is mutually agreed to by the contracting parties. The remaining terms and conditions of the Agreement are unchanged by this Work Authorization.

### ***Authorized to proceed and accepted by:***

\_\_\_\_\_  
*Robin Duveen, COO  
Gafcon, Inc.*

\_\_\_\_\_  
*Caprice Young, CEO & Superintendent  
Magnolia Public Schools*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

**WORK AUTHORIZATION NO. 002**

Back-up Information for WA-002:

Time Summary for Mike Lengyel, Construction Manager

Date	Task	Hours
10/12/2017	Attend October MPS Board Meeting	5.0
10/23/2017	Attend Pre-Board Meeting	4.0
11/9/2017	Attend November MPS Board Meeting	4.0
12/5/2017	Prepare December MPS Board Meeting Report	2.0
1/18/2018	Prepare and Attend January MPS Board Meeting	6.0
3/1/2018	Prepare for March MPS Board Meeting	1.0
3/4/2018	Prepare for March MPS Board Meeting	1.0
3/8/2018	Prepare for March MPS Board Meeting	1.0
3/28/2018	Finalize April MPS Board Report	2.0
4/12/2018	Prepare and Attend April MPS Board Meeting	4.0
4/30/2018	Prepare May MPS Board Report	1.0
5/1/2018	Prepare May MPS Board Report	1.0
5/31/2018	Prepare June MPS Board Report	1.0
	<b>TOTAL HOURS</b>	<b>33.0</b>



## Exhibit B

### Gafcon, Inc. and Magnolia Public Schools Contract

## CONSTRUCTION MANAGEMENT CONSULTING AGREEMENT

---

This Construction Management Consulting Agreement (this "Agreement") is entered into on August 16, 2017 by and between Magnolia Public Schools (the "Owner"), and GAFCON, INC., a California corporation ("Construction Manager") concerning the project set forth on Exhibit A ("Project"). The Owner and the Construction Manager agree as follows:

### 1. SERVICES

1.1 The Construction Manager shall provide pre-construction and construction management services as set forth in the Scope of Work attached as Exhibit A.

### 2. CONSTRUCTION MANAGER'S FEES AND REIMBURSABLE EXPENSES

2.1 The Owner shall pay the Construction Manager a not to exceed fee in the amount of One Hundred Eighty-Three Thousand Six Hundred Nineteen Dollars (\$183,619.00). Work will be performed in accordance with the hourly rates set forth attached as Exhibit B. Work will be substantially completed within three hundred sixty-five (365) calendar days from Notice to Proceed (NTP).

2.2 **Reimbursable Expenses:** The Owner shall reimburse the Construction Manager for all out-of-pocket expenses associated with the Scope of Work, plus an administrative fee equal to ten percent (10%) of the expenses. The following are examples of the various expenses that are typically related to the Construction Manager's services; however, these examples are not intended to be inclusive of all potential reimbursable expenses:

- (a) Postage, shipping, couriers, telephone expenses, facsimiles and copies.
- (b) Blueprinting, photo reproducing and photography for jobsite surveys or related activities.
- (c) Mileage costs for additional services shall be charged at the prevailing IRS rate to and from the project site and the Construction Manager's office. Normal travel for services under this agreement will not be charged.
- (d) Software licenses, support and maintenance fees related to the services.
- (e) Telecommunications, internet and hosting fees, not including normal and customary phone charges.
- (f) Office set-up for new site locations including but not limited to, physical location rentals, furniture and technology rentals, equipment rental/leases and moving expenses.

In the event the Owner terminates the Construction Manager's services prior to the expiration of this Agreement, the Owner shall reimburse the Construction Manager for all of the previously incurred reimbursable expenses

2.3 **Invoicing:** The Owner shall pay each invoice within thirty (30) days from the date of the invoice. Invoices not paid within thirty (30) days will accrue interest at the annual rate of seven percent (7%) until paid.

### 3. TERM

3.1 **Initial Term:** The term of this Agreement shall commence on the date set forth above. The Construction Manager's obligations to perform the services shall terminate upon the earlier of the following: (a) completion of the Scope of Work, (b) termination by the Owner, in accordance with Section 3.2, below or (c) termination by the Construction Manager in accordance with Section 3.3, below. Upon termination, the Construction Manager shall immediately stop performing the services and shall generate a final invoice for fees and reimbursable expenses incurred up until the date of termination.

3.2 **Termination by the Owner:** The Owner, may terminate this Agreement (except for those provisions of this Agreement that survive termination) at any time for any reason by (a) giving fifteen (15) days' written notice to the Construction Manager.

3.3 **Termination by the Construction Manager for Cause:** The Construction Manager may terminate this Agreement if: (a) the Owner, fails to pay the Construction Manager's invoice within thirty (30) days of the invoice date, and is given ten (10) days written notice to cure but does not cure or (b) the Project scope is materially changed or completion of the Project is delayed by more than three (3) months, or (c) the Owner, breaches any of its material obligations under this Agreement and fails to cure the breach within fifteen (15) days of written notice of such breach.

### 4. THE OWNER'S DUTIES

4.1. **Authorized Representative:** The Owner's instructions to and direction of the Construction Manager shall be made and given by Jonathan Dean (the Authorized Representative"). The Construction Manager may rely on the instructions or direction of the Authorized Representative. Any change of the Authorized Representative must be made in writing by the Owner.

4.2. **Indemnification by the Owner:** The Owner, shall defend, indemnify, and hold harmless the Construction Manager and its principals, directors, officers, agents, employees, parents, subsidiaries and other affiliates, and each of their respective successors and assigns from and against any and all damages, claims, lawsuits, proceedings, actions, costs and expenses (including, without limitation, attorneys' and other the Construction Managers' fees and reimbursable expenses) to the extent found to be caused by of the Owner's gross negligence or intentional misconduct. The obligations set forth in this paragraph survive the termination of this Agreement, or the completion of the services.

4.4 **Agreement with Contractor(s):** The Owner, agrees to require in its contract with the Contractor(s) that the Contractor(s) specifically name Gafcon, Inc. as an additional insured on Contractor(s) policies by an ISO endorsement CG 2010 4/13 and CG 2037 4/13 combination or its approved or equivalent and that the Contractor(s) provide that same indemnification to Gafcon, Inc. as it provides to the Owner.

### 5. INDEMNIFICATION BY THE CONSTRUCTION MANAGER.

5.1. **Indemnity by The Construction Manager:** The Construction Manager shall defend and hold harmless and indemnify the Owner, from any and all damages, claims, lawsuits, proceedings, actions, costs and expenses to the extent found to be caused by the Construction Manager's gross negligence or willful misconduct or failure to materially perform under this agreement. The



Construction Manager is not in any way responsible or liable for defects or deficiencies in the work product of any consultant, contractor, subcontractor, or material supplier in connection with the Project. The Construction Manager shall not be held responsible for the errors, omissions, defects, or failures of the Owner, its contractors, consultants, subcontractors, or material suppliers for their failure to perform their services in accordance with their contracts, applicable building codes, or other standards of care.

5.2. **Limitation of Liability:** In no event may the Construction Manager or Owner be liable to each other for any special or consequential damages, either in contract or tort, whether or not the possibility of such damages is disclosed to the Construction Manager in advance or could have been reasonably foreseen by the Construction Manager.

## 6. THE CONSTRUCTION MANAGER'S INSURANCE REQUIREMENTS.

6.1. **The Construction Manager's Insurance:** At all times while performing the services, the Construction Manager shall maintain policies of errors and omissions, vehicle and general liability insurance and worker's compensation insurance. The Construction Manager's liability insurance must identify the Owner, as an additional insured and provide for notice to the Owner, from the insurance carrier at least thirty (30) days before the cancellation of the policy. The Construction Manager shall provide general liability and automobile insurance coverages of not less than Two Million and 00/100 Dollars (\$2,000,000.00) per occurrence. The Construction Manager shall specifically name the "Magnolia Public Schools" as an additional insured on Contractor(s) policies by an ISO endorsement CG 2010 4/13 and CG 2037 4/13 or its approved equivalent.

6.2 **Workers Compensations Insurance:** The Construction Manager shall maintain worker's compensation insurance for all its employees performing work on behalf of the Construction Manager for the Owner.

## 7. GENERAL PROVISIONS

7.1. **The Construction Manager as Independent Contractor:** The Construction Manager shall perform the services as an independent contractor having control over the manner in which the services are performed.

7.2. **Non-Solicitation of Employees:** The Owner may not solicit or hire any of the Construction Manager's employees or contractors within one (1) year after the completion of all of the Construction Manager's Scope of Work.

7.3. **Governing Law:** This Agreement is governed by and construed in accordance with the laws of the State of California, irrespective of California's choice of law principles.

7.4. **Further Assurances:** Each party to this Agreement shall execute and deliver all instruments and documents and take all actions as may be reasonably required or appropriate to carry out the purposes of this Agreement.

7.5. **Venue and Jurisdiction:** All actions and proceedings arising in connection with this Agreement shall be litigated exclusively in the Superior Court located in the County of Orange, State of California.

7.6. **Counterparts and Exhibits:** This Agreement may be executed in counterparts, each of which is deemed an original and all of which together constitute one (1) contract. All exhibits attached to and referenced in this Agreement are incorporated into this Agreement.

7.7. **Attorney's Fees:** The prevailing party in any litigation, arbitration, mediation, bankruptcy, insolvency or other proceeding ("Proceeding") relating to the enforcement or interpretation of this Agreement shall recover from the unsuccessful party all costs, expenses, and actual attorney's fees (including expert witness fees and reimbursable expenses) relating to or arising out of: (a) the Proceeding (whether or not the Proceeding proceeds to judgment), and (b) any post judgment or post award proceeding including, without limitation, one to enforce or collect any judgment or award resulting from the Proceeding. All such judgments and awards shall contain a specific provision for the recovery of all such subsequently incurred costs, expenses, and actual attorney's fees.

7.8. **Modification:** This Agreement may be modified only in writing executed by both parties.

7.9. **Prior Understandings:** This Agreement contains the entire and final Agreement of the parties to this Agreement with respect to the subject matter of this Agreement, and supersedes all negotiations, stipulations, understandings, agreements, representations and warranties, if any, with respect to the subject matter.

7.10. **Partial Invalidity:** Each provision of this Agreement is valid and enforceable to the fullest extent permitted by law. If any provision of this Agreement (or the application of such provision to any person or circumstance) is or becomes invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is held invalid or unenforceable, are not affected by such invalidity or unenforceability.

7.11. **Successors and Assigns:** Neither party may voluntarily or by operation of law assign, hypothecate, delegate or otherwise transfer or encumber all or any part of its rights, duties or other interests in this Agreement without the prior written consent of the other party. Any such transfer in violation of this paragraph is void. Subject to the foregoing and any other restrictions on transferability contained in this Agreement, this Agreement is binding upon and inures to the benefit of the successors and assigns of each party to this Agreement.

7.12. **Notices:** Each notice and other communication required or permitted to be given under this Agreement ("Notice") must be in writing. Notice is duly given to another party upon: (a) hand delivery to the other party, (b) three (3) business days after the Notice has been deposited with the United States postal service as first class certified mail, return receipt requested, postage prepaid, and addressed to the party as set forth below, or (c) the next business day after the Notice has been deposited with a reputable overnight delivery service, postage prepaid, addressed to the party as set forth below with next-business-day delivery guaranteed, provided that the sending party receives a confirmation of delivery from the delivery service provider.

To Owner:

Ms. Caprice Young, CEO & Superintendent  
MAGNOLIA PUBLIC SCHOOLS  
250 E. 1<sup>st</sup> Street, Suite 1500  
Los Angeles, CA 90012  
(213) 628-3634  
cyoung@magnoliapublicschools.org



To the Construction Manager: Mr. Robin Duveen, Chief Operating Officer  
GAFCON, INC.  
5960 Cornerstone Court West, Suite 100  
San Diego, California 92121  
858.875.0010  
rduveen@gafcon.com

Each party shall make a reasonable, good faith effort to ensure that it will accept or receive Notices given in accordance with this paragraph.

7.11. **Waiver:** Any waiver of a default or provision under this Agreement must be in writing. No such waiver constitutes a waiver of any other default or provision concerning the same or any other provision of this Agreement. No delay or omission by a party in the exercise of any of its rights or remedies constitutes a waiver of (or otherwise impairs) such right or remedy. A consent to or approval of an act does not waive or render unnecessary the consent to or approval of any other or subsequent act.

7.12. **Drafting Ambiguities:** Each party to this Agreement and its legal counsel have reviewed and revised this Agreement. The rule of construction that ambiguities are to be resolved against the drafting party or in favor of the party receiving a particular benefit under an agreement may not be employed in the interpretation of this Agreement or any amendment to this Agreement.

7.13. **Third Party Beneficiaries:** Nothing in this Agreement is intended to confer any rights or remedies on any person or entity other than the parties to this Agreement and their respective successors-in-interest and permitted assignees, unless such rights are expressly granted in this Agreement to another person specifically identified as a "Third Party Beneficiary."

Owner:

Construction Manager:

MAGNOLIA PUBLIC SCHOOLS

GAFCON, INC.,  
a California Corporation

  
\_\_\_\_\_  
Caprice Young, CEO & Superintendent

  
\_\_\_\_\_  
Robin Duveen, Chief Operating Officer

09/11/17

09/11/17

Date

Date

APPROVED BY LEGAL



## EXHIBIT A

### I. PROJECT DESCRIPTION

The scope of the project includes construction of the Gymnasium building, connecting utilities for the pull boxes already existing at the site as shown in the drawings and portion of site work including lunch tables, benches and 2 shade structures as shown in drawings/specifications.

The gymnasium building is a 6,509 sqft, Type V A, fully sprinklered building with automatic fire alarm system. It is a CMU building with steel and metal deck roof structure and metal stud framing.

The drawings and specifications including the general conditions are already approved by DSA, see APP 04-112861 in the tracker. DSA box is already operational based on the completed school building is still in operation. Portion of the DSA approved buildings and site is already built. The area built is already updated in the DSA box by the IOR and the A-E consultants and has no deviations. The site has existing functional school building with finished site work, parking, fire lane, landscaping and utilities.

The building pad is already available, built during the construction of the school building and the associated site work and certified by the owner's Geotechnical engineer. The owner to provide the certification.

The school is operational and the area of the construction must be fenced off to ensure proper safety and functioning of the existing school and their needs. The CM firm shall determine and provide a special condition section that deals with special site conditions of this project including issue related to site access to the construction site, staging areas, protecting the already built elements, construction related safety, maintaining access to the fire lane, etc. Please note that part of this project is closed and obtained DSA certification #1 for the DSA project APP 04-112861.

The duration of construction for the Gymnasium and associated site work is anticipated to be nine (9) months. The overall project is anticipated to be twelve (12) months inclusive of bid/award, construction and close-out phases.

### II. SCOPE OF WORK

#### A) GENERAL

- 1) Work with Magnolia Public Schools staff, architects, consultants, general contractors, sub-contractors and all other required agencies for the successful completion of a State funded project;
- 2) The consultant and assigned personnel selected will be precluded from performing architectural or construction services;
- 3) Assist the Charter and in determining construction budget and cost estimates; and,

- 4) Work with the Charter in the coordination and quality control of all project documentation. Prepare progress/status reports for cost, schedule, quality, etc. Reports are required throughout the duration of the project to be submitted on monthly basis (or as needed) for review by the Charter.

#### B) BID/AWARD CONSTRUCTION MANAGEMENT PHASE

- 1) Assist Magnolia in its efforts to generate local bidder participation in the construction program, and provide information regarding upcoming projects to local bidders.
- 2) Coordinate and assist the Charter in the generation of "request for advertisement" forms for projects entering the bid process. The Charter shall place public advertisements for upcoming project bids;
- 3) Develop and issue project specifications and general conditions in cooperation with Architect and Owner's Authorized Representative;
- 4) Coordinate and conduct, in conjunction with the Charter and its architect, project pre-bid conference(s);
- 5) Coordinate with the Charter and its consultant(s) to document and formally respond to bidder inquiries. Work with the architect to issue addendum documents for bid packages, when necessary. Advise the Charter of cost, schedule and construction impacts resulting from the inclusion of addendum documents for bid packages;
- 6) Assist the Charter and the Charter's architect in the issuance of the Notice of Award and Notice to Proceed for each construction contract.

#### C) CONSTRUCTION MANAGEMENT PHASE

- 1) Consultant and assigned personnel shall be fully experienced in the coordination of construction projects utilizing identified construction delivery methodologies;
- 2) In conjunction with the Charter and the Charter's architect, coordinate and conduct project pre-construction conferences
- 3) Consultant and assigned personnel shall work with Charter and its architects to insure existence and maintenance of complete files of all project documentation which shall include but not be limited to the following: design documents, estimates, bid documents, construction contracts, payment invoices, requests for information ("RFIs"), contractor's submittals and shop drawings, change orders, claims, schedules, and correspondence;
- 4) Serve as the Charter's representative along with other consultants, including the Charter's architects and inspectors, for the administration of the construction contract(s) as provided under the General Conditions of each project. When appropriate, make recommendations to the Charter for exercising the Charter's prerogatives under the construction contract(s) for the project;

- 5) Implement and coordinate the Charter's construction standards. Consultant and its assigned personnel shall adopt standard procedures for document control and formats as identified for the documents including, but not limited to, bid documents, contract documents, payment invoices, schedules, program status reports, requests for information (RFI), change orders, claims, etc. The consultant, working with the Charter and its architect, must assist with the development and maintenance of a cost loaded multiple project schedule detailing all project activities and implement logging and tracking of all project related information, including, but not limited to, contracts, payments, correspondence, and cost worksheet data;
- 6) Attend all regular job-site progress meetings, distribute meeting minutes, unless otherwise noted or agreed to by Charter or its other consultants and representative(s);
- 7) Along with the project architect and Owner's Authorized Representative, coordinate activities with the Charter's Inspector(s) of Record ("IOR") for each project and other technical inspection and testing agencies. File and distribute as appropriate all inspection reports;
- 8) Receive and review the Contractor's detailed cost-loaded baseline construction schedule for conformance to the contract requirements. Receive and review the Contractor's detailed "Schedule of Values" for front end loading and compliance with contract requirements. Distribute the approved schedule to the Charter, the Charter's architect, and other involved parties;
- 9) Utilize the Contractor's approved baseline schedule and schedule of values to establish, update, maintain and distribute the project schedule;
- 10) Receive and review the Contractor's monthly schedule update and progress payment request. Review and confirm monthly Contractor payment requests with Charter architect and IORs. Review the progress of construction and observe work in place and stored materials, and evaluate the percentage complete of each activity shown on the contractor's construction schedule. Identify with the contractor any current or potential delay(s) to the completion schedule, and require appropriate contractor corrective action, including submittal or recovery schedule(s), where appropriate or advisable. Review certified payroll and verify compliance with applicable (e.g., administrative) guidelines, as requested or directed by Charter
- 11) Work with the Charter's architect in the evaluation of contractor change order proposals ("Change Orders") for time and price, and make recommendations for Charter action. Assist the Charter and Charter architect in the negotiation of Change Order cost and time extensions, and requirements for documenting Change Orders, and document packaging pertaining to Change Orders. Provide project cost estimating, as requested by Charter;
- 12) Prepare, file, and distribute Project Status Reports as requested by the Charter. Prepare and distribute logs reflecting status of Change Orders, claims, contractor submittals, shop drawings and RFIs;
- 13) Perform a claim entitlement analysis of all contractor claims, including but not limited to, an analysis of the impact on cost(s) and project schedule, and prepare recommendations



to the Charter and Charter architect regarding appropriate action and response to contractor claims. If requested by the Charter, negotiate claims from the Contractor on the behalf of the Charter, including recommendations concerning settlement, in conjunction with and subject to recommendations of Charter legal consultants;

- 14) Coordinate the receipt and storage of Charter-furnished, contractor installed materials and equipment;
- 15) Assist and coordinate with the Charter architect and IOR to prepare a "punch list" of items pending substantial and final completion of a project(s). Verify to Charter and Charter architect the contractor(s) completion and corrective action for each punchlist items, and recommend actions in event of contractor's failure to take corrective action or other necessary actions relative to said punch list;
- 16) Schedule, coordinate and assist the Charter in the occupancy of the completed project or portions thereof.

#### D) CONTRACT CLOSE-OUT

- 1) In association with the Charter's architect and Owner's Authorized Representative, receive and review operations and maintenance manuals, and warranties and guarantees as required under the contract provisions.
- 2) In association with the Charter's architect and Owner's Authorized Representative, receive and review project record drawings and as-builts, and assist the Architect and Contractor in the filing of these documents with the Charter. (Note: Format of record drawings to be determined for each project, usually hard copy plus AutoCAD and PDF).
- 3) Coordinate and schedule training sessions for Charter personnel, and verify that the Contractor's obligations are fulfilled.
- 4) Make a final review of the project(s) in conjunction with the Charter's architect, Owner's Authorized Representative and IOR at the conclusion of all corrective action. Provide a report to the Charter indicating whether the work is acceptable under the contract documents (including any addenda or change orders), and recommend final payment and the recordation of a notice of completion in conjunction with the Charter's architect and other Charter representatives or staff.
- 5) Assist the Charter and the Charter's architect in the preparation and submittal of the final project accounting and closeout report(s) including (but not limited to) all Division of State Architect ("DSA"), California Department of Education ("CDE") and State Allocation Board ("SAB")/Office of Public School Construction ("OPSC") forms as may be required or needed.

#### E) POST CONSTRUCTION FOLLOW-UP

- 1) Provide the Charter and Charter architect with one (1) year post construction follow-up for Contractor warranty and guarantee items.



## EXHIBIT B

### 2017 GAFCON HOURLY RATE SCHEDULE

Principal-in-Charge	\$265/hr
Construction Manager	\$160/hr
Assistant Construction Manager	\$115/hr
Charter School Advisor (as-needed)	\$170/hr
Estimator	\$150/hr
Scheduler	\$130/hr

# Cover Sheet

## Approval of Creation of Ad Hoc Committee for the MSA Santa Ana Construction Project

**Section:** III. Action Items  
**Item:** B. Approval of Creation of Ad Hoc Committee for the MSA Santa  
Ana Construction Project  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** III B Ad Hoc Committee Approval.pdf



Board Agenda Item #:	III B
Date:	July 12, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Motion to Approve the Appointment of an Ad Hoc Committee of the Board

## Proposed Board Recommendation(s)

Staff requests and recommends that the Board of Directors (the “**MPS Board**”) of Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**MPS**”) approve and appoint an Ad Hoc Committee to approve any forthcoming change orders for the MSA-Santa Ana Gymnasium project (the “**Project**”).

## Background

The Project is expected to be completed on or about August 15, 2018. Proposed change orders from the general contractor are being reviewed by the Project’s construction manager Gafcon, Inc. However, such review is in process and was not completed in time for the July 12, 2018 Board meeting. Consequently, Staff would like the flexibility to call a meeting of an ad hoc committee in order to approve any change orders that need to be approved before the next Board meeting to facilitate timely completion of the Project.

## Budget & Budget Implications

None.

## Name of Staff Originator

Patrick Ontiveros, General Counsel & Director of Facilities

## Cover Sheet

### Approval of Engagement of the Law Firm of Liebert Cassidy Whitmore ("LCW")

**Section:** III. Action Items  
**Item:** C. Approval of Engagement of the Law Firm of Liebert Cassidy  
Whitmore ("LCW")  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** III C LWC Engagement Approval.pdf



Board Agenda Item #:	III C- Action Item
Date:	July 12, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Motion to Approve the Engagement of the Law Firm of Liebert Cassidy Whitmore (“ <b>LCW</b> ”)

### Proposed Board Recommendation(s)

Staff recommends that the Board of Directors (the “**MPS Board**”) of Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**MPS**”) approve the engagement of the law firm of Liebert Cassidy Whitmore (“**LCW**”).

#### I. Background

MPS Board policy requires that contracts that may amount to \$25,000 or more be approved by the Board. The law firm of LCW possesses expertise in certain areas of the law that MPS requires counsel that its current bench of law firms does not possess. Staff was tasked with finding and engaging a law firm to provide counsel to the MPS Board and to MPS staff on such areas of the law.

#### II. Liebert Cassidy Whitmore

The resume of the law firm of LCW and the resumes of the two attorneys who will be principally engaged on MPS matters are attached as Exhibit A.

#### III. Budget & Budget Implications

It is expected that the first matter that LCW undertakes for MPS should not exceed \$25,000. However, Staff wishes to have MPS Board Approval for the engagement in the event billings should prove to exceed such threshold amount. Staff will keep the MPS Board updated on costs related to LCW’s engagement. The cost of LCW’s engagement should fit into the legal budget for FY 2018-19.

### Name of Staff Originator

Patrick Ontiveros, General Counsel & Director of Facilities

### Exhibits

- A. LCW Resumes
- B. LCW Contract



Exhibit A  
Liebert Cassidy Whitmore Resumes



# Firm Resume

A PROFESSIONAL LAW CORPORATION

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EMPLOYMENT LAW | LABOR RELATIONS | EDUCATION LAW | MANAGEMENT TRAINING

[www.lcwlegal.com](http://www.lcwlegal.com)

*With offices in Los Angeles, San Francisco, Fresno, San Diego and Sacramento, Liebert Cassidy Whitmore provides services for a majority of cities, counties and community colleges as well as a substantial number of school districts in California. The Firm is a full service employment and labor relations law firm providing expert consultation, representation, litigation, negotiation and investigation services to public agency management. In addition, the Firm produces a wide-range of dynamic management training workshops and seminars in employment and labor relations issues to cities, counties, courts, special districts, schools, community college districts, and state universities.*

## **Negotiation Services**

Members of Liebert Cassidy Whitmore have successfully negotiated thousands of labor agreements for cities, counties, special districts and school and college districts. The agreements negotiated on behalf of these and other public employers, depending upon the particular philosophy and circumstances of a given agency, have run the gamut from brief understandings limited to benefit items to comprehensive labor agreements that define substantially all terms of employment. These comprehensive MOU's, through management rights, waivers and "zipper" type clauses, provide protection to management's ability to manage the agency. Members of the firm are experienced in collaborative/interest based bargaining techniques as well as the more traditional labor negotiations approach.

In addition to conducting negotiations for public employers, we continually work with public agencies that employ staff personnel to do their own negotiations. This arrangement has involved all aspects of consultation and related services, including writing initial bargaining proposals, reviewing counter-proposals, providing training and advice concerning negotiating strategies, and giving general advice when particular problems arise.

### ***Negotiating Impasses***

Services provided by members of the firm have included direct participation, as well as general consultation in hundreds of mediation, fact-finding and arbitration proceedings.

### ***Strikes***

We have worked with many public sector clients in contingency planning for job actions and in assisting them in strike-related activities. A firm partner co-authored the "Management Strike Handbook" published by the International Personnel Management Association.

### ***Contract Administration and Grievance Handling***

The firm has extensive experience in the area of grievance administration, ranging from giving advice at the administrative levels of the grievance process through litigating arbitration cases.

### ***Public Employment Relations Board Representation***

Members of the firm have had many years of experience representing our clients in all phases of PERB proceedings, from consultation and responses to Unfair Labor Practice claims through PERB hearings and court appeals. A firm partner served as counsel to the PERB Board's first Chairperson as well as serving as a PERB Administrative Law Judge. Another firm partner served as a representative of the League of California Cities and the California Association of Counties in the legislative and administrative proceedings in connection with the PERB assuming jurisdiction over local agency employment relations.

## **Our Approach to Negotiations**

- We work with and for the chief administrative official and his/her designated staff, and through him/her with the Governing Body. We provide professional advice to assist the agency in determining its policy goals and objectives, which then become our goals and objectives; we see our job as applying our best efforts and skills to achieving them.
- We believe in carefully organizing for negotiations, with goals and objectives kept well in mind. The negotiating process, we believe, consists of definable stages, from preparatory activities to the preliminary bargaining phases, "hard bargaining," and finally to agreement, impasse procedure, or work action. Each stage of the process requires an organized approach in order to maximize the chances of attaining bargaining objectives.
- Our philosophy is not one of "union busting," but rather one of using a professional approach that seeks to achieve and maintain professional relationships, notwithstanding the adversarial aspects of the process.
- We call to the attention of our clients that in return for agreeing to competitive benefit adjustments, it is reasonable for them to seek to contractually protect and maximize their management discretion to set standards of service and retain the prerogative to direct, assign, and stimulate employees to meet them.
- We see the conclusion of negotiations as the beginning for establishing a constructive employer-employee organization-employee relations structure, which

requires management training and ongoing involvement with agency management on our part.

- While one member of the firm handles a particular negotiating unit, at least one other designated attorney will be kept advised so that at all times the client has access to an attorney who is familiar with the status of the situation in each bargaining unit.

## **Local Agency Employment Law Services**

We have worked closely with city attorneys, county counsels and general counsels, and have directly handled the representation for our local agency clients in literally hundreds of legal proceedings before civil service and personnel boards, arbitrators, the Public Employment Relations Board (PERB), state and federal EEO and other administrative agencies and the courts. These proceedings have covered the full spectrum of employer-employee relations matters, including such matters as civil service appeals, recognition and unit representation matters, unfair labor practice charges and related negotiating issues, employment discrimination matters, pension and disability issues, wrongful termination and Fair Labor Standards Act claims.

## **Investigations Practice Group**

The firm's Investigation Practice Group specializes in investigating allegations of discrimination, harassment and other misconduct. Our investigative practice primarily serves private sector employers and public sector agencies that are not already firm clients. However, we also represent current clients on a case-by-case basis depending upon the specific facts and allegations at issue.

Because of confidentiality issues, we do not identify those employers for whom we have conducted outside investigations. We have conducted investigations for organizations in the hospitality, legal and trade industries as well as public sector agencies.

We continue to publish articles and present workshops on the topic of investigations. Our workshops identify the key components of a successful investigation including how and when to begin an investigation, who should conduct the investigation, how to maintain confidentiality, how to organize and execute an effective investigation, and how to evaluate the facts and take corrective action once the investigation is completed.

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## **Audit Services**

By virtue of the public agency background of members of the firm, we have extensive experience in developing local agency Employer-Employee Relations Resolutions/Ordinances and personnel policies and procedures. A firm partner developed the League of California Cities Sample Employer-Employee Relations and Personnel Policies and Procedures Ordinances. The firm does extensive work in reviewing agency civil service/personnel policies and rules to assure continuing consistency with the ever-changing dictates of EEO and affirmative action, labor relations and other laws and administrative regulations.

Members of the firm conduct comprehensive audits regarding agency's compliance with the Fair Labor Standards Act (FLSA). Additionally, the firm publishes a comprehensive guide, "Fair Labor Standards Act: A Public Sector Compliance Guide," that serves as a reference to agencies across the country.

To learn more about the FLSA Audits, visit [www.lcwlegal.com/flsa-audit](http://www.lcwlegal.com/flsa-audit) where you can find detailed information about what an FLSA audit entails.

## **Retirement Practice**

The firm provides advice and counsel to public agencies regarding the laws and regulations of public employee retirement plans, including PERS, the County 1937 Retirement Act, and local agency retirement laws, as well as on retiree health insurance issues. The firm defends public agencies that are sued regarding retirement issues, defends public agencies and their employees and retired employees in retirement in cases where PERS acts to reduce benefits, and represents public agencies in disability and industrial disability retirement appeals. The firm helps agencies defend against PERS and other retirement board audits and, where necessary, files administrative appeals to challenge any negative audit findings.

Members of the firm advise on all issues related to PERS, 1937 Act and STRS benefits. For example, we provide advice and counsel to clients regarding retirement formulas, the rules on reportable compensation, PERS and 37 Act contract amendments, disability retirement procedures and obligations, service credit, GASB issues, unfunded liabilities, retiree health benefits, vested rights and elected official benefits.

Retirement issues have major impacts on agency labor relations. The firm provides strategy and guidance during negotiations in regards to retirement benefits, including acting as chief negotiator. We review agency policies and collective bargaining agreements/memoranda of understanding to ensure that they comply with applicable law.



We represent agencies in retirement related administrative appeals and litigation, and have assisted agencies defend claims of underfunding as well as fiduciary obligations.

## **Litigation Services**

Liebert Cassidy Whitmore attorneys strive to prevent employment disputes before they arise through education, training, audits, advice, planning, and cooperative employer-employee relations. When employment disputes do arise, our defense efforts are designed to meet each client's particular needs, goals, and budget.

We specialize in representing public agencies in the defense of legal actions and enjoy the reputation of a results-oriented, successful litigation firm. We are experts in all phases of litigation in both federal and state courts: pleading, discovery, motion practice, alternative dispute resolution, settlement and trial.

Our particular expertise is the defense of public agencies in actions brought by employees, former employees, applicants or other individuals alleging employment related claims such as violations of the California Fair Employment and Housing Act; Federal Civil Rights Acts (*e.g.*, section 1981 and 1983 claims); Americans with Disabilities Act; Age Discrimination in Employment Act; Fair Labor Standards Act; Meyers-Milias-Brown Act; Family and Medical Care Leave Acts; wrongful termination; and violation of state and/or federal constitutional rights such as due process, First Amendment and privacy rights.

The firm's attorneys have handled a number of cases that have culminated in jury trials resulting in defense verdicts. These cases included claims for violation of constitutional rights; violation of the Age Discrimination in Employment Act; violation of the disability provisions contained in the Fair Employment and Housing Act; reverse discrimination; sex discrimination; sexual harassment; national origin discrimination; age discrimination; intentional infliction of emotional distress and retaliation claims under both state and federal laws.

## **Consulting and Training Services**

One of the firm's greatest sources of accomplishment comes from its record of success in counseling and advising its clients on the best ways to avoid becoming a party to adversary proceedings. We were "pioneers" in the training field by creating "consortiums" of agencies. The thirty-three Employment Relations Consortiums (ERCs) are comprised of over 500 cities, counties, schools, community college districts,

and state universities as well as other public sector agencies.

As part of our ERC services, we provide ongoing training on current developments in labor relations and personnel law on subjects including negotiation strategies; performance evaluations; disciplinary actions; employment discrimination, including harassment and ADA issues; Family and Medical Care Leave Acts; violence in the workplace; effective supervision; grievance administration; law enforcement issues and special workshops for governing board members. Experience over the years confirms that not only have the member agencies found the consulting and training services helpful, but an invaluable opportunity for the exchange of ideas and information between agency management.

The firm provides individual training services to public agencies on a half-day or full-day basis. We customize these training programs to the precise needs of the client. For example, we have provided on-site training programs to employees and/or supervisors and managers of over one hundred agencies last year.

Members of the firm make presentations on employment relations law issues to a variety of professional organizations including:

*American Arbitration Association*

*American Bar Association*

*Association of California Community College Administrators*

*Association of California School Administrators*

*Association of California Water Agencies*

*Association of Chief Business Officials*

*Association of Chief Human Resources Officers for Community College Districts*

*Association of Legal Administrators*

*California Association of Joint Powers Authorities*

*California Association of Independent Schools*

*California Association of Public Retirement Systems*

*California Charter Schools Association*

*California Community College Internal Auditors*

*California Community College Student Affairs Association*

*California Council of School Attorneys*

*California County Counsels Association*

*California Fire District Association*

*California Law Enforcement Association of Records Supervisors*

*California Municipal Finance Officers*

*California Peace Officers Standards and Training (POST) Academy*

*California Police Chiefs Association*

*California Public Employer Labor Relations Association*

## FIRM RESUME

*California Sanitation Risk Management Authority*  
*California School Boards Association*  
*California Society of Municipal Finance Officers*  
*California Special Districts Association*  
*California State Association of Counties*  
*California State Bar Labor and Employment Law Section*  
*California State Sheriffs Association*  
*Center for Collaborative Solutions*  
*Chief Instructional Officers and Chief Student Services Officers*  
*City Attorneys Association of Los Angeles County*  
*College and University Personnel Association*  
*Community College League of California*  
*County Personnel Administrators Association of California*  
*Fire Districts Association of California*  
*International Personnel Management Association*  
*League of California Cities*  
*Los Angeles County Bar Association Labor and Employment Law Symposium*  
*National Employment Law Institute*  
*National Higher Education Law and Policy Institute*  
*National Institute of Municipal Law Officers*  
*National Public Employer Labor Relations Association*  
*Public Agency Risk Management Association*  
*Public Risk Management Association*  
*Professionals in Human Resources Association*  
*Southern California Labor Relations Council*  
*Southern California Personnel Management Association*

6033 West Century Blvd.  
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135 Main Street  
7th Floor  
San Francisco, CA 94107  
tel: 415.512.3000

5250 N. Palm Avenue  
Suite 310  
Fresno, CA 93704  
tel: 559.256.7800

550 West "C" Street  
Suite 620  
San Diego, CA 92101  
tel: 619.481.5900

400 Capitol Mall  
Suite 1260  
Sacramento, CA 95814  
tel: 916.584.7000



## T. Oliver Yee

Partner | Los Angeles

[oyee@lcwlegal.com](mailto:oyee@lcwlegal.com)

Tel: 310.981.2044

### EXPERIENCE

Oliver provides representation and legal counsel to Liebert Cassidy Whitmore's city, county, special district, school and community college district, and public safety clients. His practice involves representing and advising clients on a variety of labor and employment issues including labor negotiations, personnel rules and policies, the Fair Labor Standards Act, laws and regulations of public employment retirement plans, the Brown Act and Public Records Act, unfair labor practices, employee grievances, leave and disability issues, and disciplinary actions.

Oliver is an experienced labor negotiator, having represented public agency clients as their chief negotiator in all aspects of the negotiations process, from the pre-negotiations planning phase up to and including impasse and fact finding. He has also successfully represented clients before the Public Employment Relations Board, and regularly provides advice and counsel on negotiations and labor relations strategy. In addition, Oliver regularly provides advice and counsel on retirement issues, and has successfully represented clients on appeals involving CalPERS and disability retirement determinations.

Oliver also specializes in providing audit services. He relies on his vast experience in labor relations and litigation to bring thoughtful and innovative review and analysis to the audit process. He is an author of the Liebert Model Personnel Policy Portal (LMP3), a set of model personnel policies for public agencies, and regularly audits personnel rules, administrative policies, and employee handbooks. In addition, Oliver's successful representation of clients in FLSA litigation enables him to be an effective auditor on FLSA-related issues.

Oliver has successfully represented clients in class action matters involving the FLSA, and single plaintiff litigation employment matters in both state and federal court from inception through discovery, pre-trial proceedings, and settlement or trial. He has also successfully defended agencies in disciplinary actions, and regularly advises clients on disciplinary matters.

Oliver is a prolific and dynamic presenter in Liebert Cassidy Whitmore's training program. He regularly trains governing bodies, managers, supervisors and human resources personnel. He also frequently presents at public sector conferences on relevant labor and employment topics. Oliver relies on his extensive training experience to provide proactive and preventative advice and counsel to clients.

In 2013, 2014 and 2015, Oliver was named a Southern California *Super Lawyers Rising Star* – Labor and Employment Law.

### EDUCATION

BA, Washington University, St. Louis

MA, Washington University, St. Louis

JD, Washington University School of Law, St. Louis

## LEGAL EXPERTISE

Public Education  
 Public Safety  
 Retirement, Health & Disability  
 Wage & Hour  
 Employment Law  
 Audit Services  
 Labor Relations & Collective Bargaining  
 Litigation Services

## REPRESENTATIVE MATTERS

### LITIGATION

***Association for Los Angeles Deputy Sheriffs, et al. v. County of Los Angeles, et al. (2012)*** - Handled a Fair Labor Standards Act collective/class action case where the U.S. District Court granted a County law enforcement employer's summary judgment motion. The lawsuit involved the "donning and doffing" claims of approximately 3,000 deputy sheriffs in two different, yet consolidated, collective action lawsuits filed against the County and its Sheriff (collectively "the County"). The district court also granted the County's motion to decertify the remaining "off-the-clock" work claims. The district court's rulings effectively ended two large collective/class action lawsuits after several years of litigation.

***Rosales v. County of Los Angeles (2011)*** - This FLSA collective action sought compensation for unreported overtime and certification of a class of 700 IHSS social workers who evaluated IHSS recipients' needs and made recommendations regarding the services to be performed by IHSS providers. We successfully defeated plaintiffs' attempt to certify the class and limited the case to just one social worker. The case then settled for nuisance value.

***Petersen Law Firm v. City of Los Angeles (2009 and 2013)*** - Represented City and individual defendants in an action in which they prevailed on an Anti-SLAPP motion in a case challenging investigation of police officers. After the matter was appealed and remanded, the trial court reconsidered the City's motion for attorney's fees and ruled that the City was entitled to recover the entire amount of attorney's fees and costs it requested.

***Bentley v. County of Los Angeles, et al (2009)*** - In a federal lawsuit a County client defeated a motion for conditional certification of a collective action filed by a potential lead plaintiff in a Fair Labor Standards Act ("FLSA") wage and hour action.

### NEGOTIATIONS

***Orange County Cemetery District*** - Oliver served as chief negotiator during MOU negotiations, and successfully negotiated a labor agreement between the District and its miscellaneous employee unit.

***City of Whittier*** - Oliver served as chief negotiator during MOU negotiations with the City's miscellaneous employee unit.

***City of Cudahy*** - Oliver served as chief negotiator during MOU negotiations with the City's miscellaneous employee unit.

**The Accelerated School** - Oliver is currently serving as chief negotiator during collective bargaining negotiations with the school's miscellaneous and teacher employee units.

**City of Redlands** - Oliver served as chief negotiator during MOU negotiations, and successfully negotiated labor agreements between the City and its safety employee groups.

**City of La Verne** - Oliver served as chief negotiator during MOU negotiations. He also represented the City in factfinding and impasse proceedings, which resulted in the implementation of terms and conditions of employment for a safety employee group.

**City of Sierra Madre** - Oliver has provided advice and counsel over the years during the City's MOU negotiations and in its labor relations with its employee groups.

## AWARDS

Selected for inclusion in Southern California *Super Lawyers Rising Stars* in the field of Labor and Employment, 2013-2015

## PUBLICATIONS

**Negotiating Modifications and Coalition Bargaining**, Sep 19, 2017

**Independent Contractor = No CalPERS Membership, Right? Not so Fast!**, May 24, 2016

**Prevention, Prevention, Prevention! It's Time to Audit Your Agency's Personnel Rules**, Apr 14, 2016

**Top 5 Questions for Conducting MOU Review**, Apr 13, 2016

**Achieving Brown Act Success: What Are The Top Five "Dos And Don'ts" For Closed Session?**, Jul 24, 2015

**Drafting MOU Language Following a Tentative Agreement**, May 6, 2015

## PRESENTATIONS

**The Rules of Engagement: Issues, Impacts & Impasse**, Fullerton Community Center, Oct 11, 2018

**Closing the Wage Gap: California and Federal Equal and Fair Pay Laws**, Jul 24, 2018

**Equal Pay Act/Fair Pay Act**, Webinar, Jul 24, 2018

**FLSA Fundamentals for Community Colleges**, Central CA CCD ERC, Santa Barbara, Jun 1, 2018

**Managing the Marginal Employee**, Ventura/Santa Barbara ERC, Camarillo, May 16, 2018

**Navigating the Crossroads of Discipline and Disability Accommodation**, Ventura/Santa Barbara ERC, Camarillo, May 16, 2018

**12 Steps to Avoiding Liability**, East Inland Empire ERC, Fontana, May 10, 2018



**Moving Into the Future**, East Inland Empire ERC, Fontana, May 10, 2018

**Moving Into The Future**, Los Angeles County Human Resources Consortium, Los Angeles, May 3, 2018

**A Supervisor's Guide to Labor Relations**, San Gabriel Valley ERC, Alhambra, Apr 11, 2018

**Moving Into The Future**, San Gabriel Valley ERC, Alhambra, Apr 11, 2018

**Preventing Workplace Harassment, Discrimination and Retaliation**, West Basin Municipal Water District, Carson, Apr 9, 2018

**Negotiations**, Vallecitos Water District, San Marcos, Mar 30, 2018

**A Guide to Implementing Public Employee Discipline**, Sanitation Districts of Los Angeles County, Whittier, Mar 20, 2018

**The FLSA and Equal Pay Laws: What Community Colleges Need to Know**, SCCCD ERC, Anaheim, Mar 16, 2018

**Iron Fists or Kid Gloves: Retaliation in the Workplace**, East Inland Empire ERC, Fontana, Mar 8, 2018

**Navigating the Crossroads of Discipline and Disability Accommodation**, East Inland Empire ERC, Fontana, Mar 8, 2018

**A Guide to Implementing Public Employee Discipline**, Sanitation Districts of Los Angeles County, Whittier, Mar 6, 2018

**Closing the Wage Gap: California and Federal Equal and Fair Pay Laws**, LCW Annual Conference, San Francisco, Feb 27, 2018

**We've Come a Long Way, and the Best is Yet to Come**, LCW Annual Conference, San Francisco, Feb 26, 2018

**Hot Topics in Negotiations for 2018**, Feb 22, 2018

**Preventing Workplace Harassment, Discrimination and Retaliation**, West Basin Municipal Water District, Carson, Feb 21, 2018

**The Art of Writing the Performance Evaluation**, Gateway Public ERC, Commerce, Feb 1, 2018

**A Guide to Implementing Public Employee Discipline**, Los Angeles County Department of Public Social Services, Norwalk, Jan 29, 2018

**A Supervisor's Guide to Labor Relations**, North San Diego County ERC, Carlsbad, Jan 18, 2018

**Moving Into The Future**, North San Diego County ERC, Carlsbad, Jan 18, 2018

**A Guide to Implementing Public Employee Discipline**, Los Angeles County Department of Public Social Services, Norwalk, Jan 9, 2018



# Alysha Stein-Manes

Associate | Los Angeles

[asteinmanes@lcwlegal.com](mailto:asteinmanes@lcwlegal.com)

Tel: 310.981.2734

## EXPERIENCE

Alysha Stein-Manes provides representation and counsel to LCW clients in all matters pertaining to labor, employment, and education law.

Prior to joining Liebert Cassidy Whitmore, Alysha served as a policy analyst in former Los Angeles Mayor Antonio R. Villaraigosa's Office of Education where she wrote briefings and memoranda and devised communications strategies for the Mayor regarding Los Angeles Unified School Districts proposals, state and federal policy, and other education-related initiatives. In addition, while at the Office of Education, Alysha tracked and advocated for federal grants and legislation at local, state and federal levels and oversaw collaboration with mayoral and school district staff, labor, business and other stakeholders to improve educational outcomes for the children of Los Angeles.

While in law school, Alysha participated in the Boston University School of Law Civil Litigation Clinic where she represented indigent clients in housing, employment, and consumer rights matters. She also interned for the Children's Law Center in Washington, D.C., where she researched mental health, special education and child welfare issues, conducted investigations, and successfully argued a motion in a neglect proceeding. Alysha also served as an editor for the Boston University School of Law Public Interest Law Journal, where her article about the state constitutionality of seniority-based teacher layoff policies was published.

Alysha received her BA in Political Economy from the University of California, Berkeley where she graduated with highest honors, and her JD from Boston University School of Law, where she graduated *cum laude*.

## EDUCATION

- JD, Boston University School of Law
- BA, University of California, Berkeley

## LEGAL EXPERTISE

- Affordable Care Act
- Employment Law
- Litigation Services
- Private Education
- Public Education

## PUBLICATIONS

**U.S. Department of Justice Sues the State of California Over Newly Enacted Immigration Laws,**

Apr 12, 2018

**Navigating the Hazy World of Recreational Marijuana Use Following Proposition 64's Passage,** Dec 28, 2017

**Governor Brown Vetoes Bill To Codify Into State Law Federal Regulations And Repealed Federal Guidance On Student Sexual Assault,** Oct 24, 2017

**Employers Must Now Provide Notice to Employees Pursuant to AB 2337 / Labor Code Section 230.1 Regarding the Rights of Victims of Domestic Violence, Sexual Assault or Stalking in the Workplace,** Jul 27, 2017

**California Legislation Seeks to Limit Public Agency Activities Surrounding Immigration Enforcement and Religious Freedom,** May 23, 2017

**CalPERS School and Local Agency Members May Now Recover Service Credit and Compensation Earnable Upon Administrative, Arbitral or Judicial Reversals of Terminations,** Mar 7, 2017

**Employers' Continuing Affordable Care Act Obligations Under the Trump Administration,** Jan 24, 2017

**Governor Signs SB 1379,** Oct 5, 2016

**Righting Wrongs Before It Costs Serious Dough - How Affordable Care Act Audits Can Help Employers Avoid Steep Reporting Penalties,** Jun 16, 2016

**Governor Brown Signs New Vaccination Bill, SB 277, Into Law - What Public Schools Need to Know,** Jun 1, 2016

**Governor Brown Signs New Vaccination Bill, SB 277, Into Law - What Private Schools Need to Know,** Jun 1, 2016

**Senate Bill 272 Expands a Local Agency's Obligations Under the California Public Records Act, Business & Facilities** Apr 21, 2016

**The Broad Scope of the California Public Records Act: *Caldecott v. Superior Court* Affirms that Courts Interpret the Act to Favor Disclosure,** Jan 13, 2016

**President Obama Signs the Every Student Succeeds Act into Law, Replacing No Child Left Behind's One-Size-Fits-All Model with State-Centric Authority Over Education,** Dec 14, 2015

**Title IX Compliance and OCR Investigations: What The University of Virginia Example Can Teach Us,** Nov 10, 2015

**The Supreme Court Has Ruled That States With Federally-Run Health Care Exchanges May Provide Subsidies To Qualifying Individuals,** Nov 10, 2015

**Do Union Compulsory "Agency Shop" Fees Violate the First Amendment?,** Nov 10, 2015

**U.S. Supreme Court Agrees to Hear Case Regarding the Constitutionality of Compulsory Union Fees,** Jul 1, 2015

**The Supreme Court Has Spoken: Federal Health Care Subsidies Are Available to Qualifying Individuals Nationwide,** Jun 26, 2015

**PRESENTATIONS**

**Moving Into The Future**, South Bay ERC, Redondo Beach, May 24, 2018

**12 Steps to Avoiding Liability**, East Inland Empire ERC, Fontana, May 10, 2018

**Moving Into the Future**, East Inland Empire ERC, Fontana, May 10, 2018

**Moving Into The Future**, Los Angeles County Human Resources Consortium, Los Angeles, May 3, 2018

**Moving Into The Future**, San Gabriel Valley ERC, Alhambra, Apr 11, 2018

**Exhibit B**  
**LCW Contract**

## **AGREEMENT FOR SPECIAL SERVICES**

This Agreement is entered into between the law firm of Liebert Cassidy Whitmore, A Professional Corporation (“Attorney”), and the Magnolia Educational & Research Foundation dba Magnolia Public Schools, A California Non-Profit Public Benefit Corporation (“MPS”).

### **1. Conditions**

This Agreement will not take effect, and Attorney will have no obligation to provide services, until MPS returns a properly signed and executed copy of this Agreement.

### **2. Attorney’s Services**

Attorney agrees to provide MPS with consulting, representational and legal services pertaining to employment relations matters, which may include but shall not be limited to advice and counsel, representation in negotiations and in administrative and court proceedings, as may be requested by MPS or otherwise required by law.

### **3. Fees, Costs, Expenses**

MPS agrees to pay Attorney the sums billed monthly for time spent by Attorney in providing the services, including reasonable travel time, not to exceed \$25,000.00 unless approved by the MPS Board of Directors.

The current range of hourly rates for Attorney time is from Two Hundred Ten to Three Hundred Seventy Dollars (\$210.00 - \$370.00), One Hundred Ninety-Five to Two Hundred Thirty Dollars (\$195.00 - \$230.00) for time of Labor Relations/HR Consultant and from Eighty-Five to One Hundred Seventy Dollars (\$80.00 - \$170.00) for time of paraprofessional and litigation support staff. Attorney reviews its hourly rates on an



annual basis and, if appropriate, adjusts them effective July 1. Attorney will provide the MPS with written notification of any adjustment in the range of rates. Attorneys, paraprofessional and litigation support staff bill their time in minimum units of one-tenth of an hour.

MPS agrees to reimburse Attorney for necessary costs and expenses incurred by Attorney on behalf of MPS. Attorney bills photocopying charges at Fifteen Cents (\$0.15) per page and facsimile charges at Twenty-Five Cents (\$0.25) per page. A Fee Schedule is attached to this Agreement.

Payment by MPS against monthly billings is due upon receipt of statements, and is considered delinquent if payment is not received within thirty (30) days of the date of the invoice.

The California Business & Professions Code requires Attorney to inform MPS whether we maintain errors and omissions insurance coverage applicable to the services to be rendered to MPS. Attorney hereby confirms that it does maintain such insurance coverage.

#### **4. Arbitration of Professional Liability or Other Claims**

Disputes. If a dispute between MPS and Attorney arises over fees charged for services, the controversy will be submitted to binding arbitration in accordance with the rules of the California State Bar Fee Arbitration Program, set forth in California Business and Professions Code, sections 6200 through 6206. The arbitrator or arbitration panel shall have the authority to award to the prevailing party attorneys' fees, costs and interest incurred. Any arbitration award may be served by mail upon either side and personal service shall not be required.

If a dispute arises between MPS and Attorney over any other aspect of the attorney-client relationship, including, without limitation, a claim for breach of professional duty, that dispute will also be resolved by arbitration. It is understood that any dispute as to any alleged breach of professional duty (that is, as to whether any legal services rendered under this agreement were allegedly unnecessary, unauthorized, omitted entirely, or were improperly, negligently or incompetently rendered) will be determined by submission to arbitration as provided by California law, and not by a lawsuit or resort to court process except as California law provides for judicial review of arbitration proceedings. **Both parties to this agreement, by entering into it, are giving up their constitutional right to have any such dispute decided in a court of law before a jury, and instead are accepting the use of arbitration.** Each party is to bear its own attorney's fees and costs.

**5. File Retention**

After Attorney's services conclude, Attorney will, upon MPS's request, deliver the file for the matter to MPS, along with any funds or property of MPS's in our possession. If MPS requests the file for the matter, Attorney will retain a copy of the file at the MPS's expense. If MPS does not request the file for this matter, Attorney will retain it for a period of seven (7) years after this matter is closed. If MPS does not request delivery of the file for this matter before the end of the seven (7) year period, Attorney will have no further obligation to retain the file and may, at Attorney's discretion, destroy it without further notice to MPS. At any point during the seven (7) year period, MPS may request delivery of the file.

6. **Assignment**

This Agreement is not assignable without the written consent of MPS.

7. **Independent Contractor**

It is understood and agreed that Attorney, while engaged in performing the terms of this Agreement, is an independent contractor and not an employee of MPS.

8. **Authority**

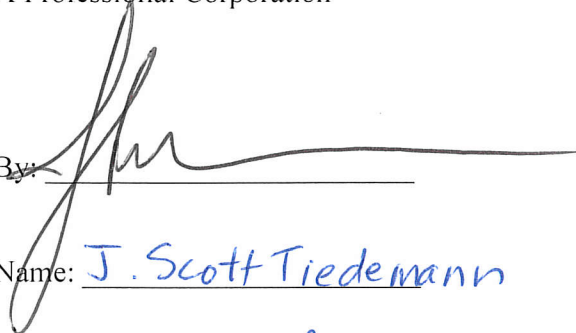
The signators to this Agreement represent that they hold the positions set forth below their signatures, and that they are authorized to execute this Agreement on behalf of their respective parties and to bind their respective parties hereto.


9. **Term**

This Agreement is effective June 28, 2018, ongoing and may be modified by mutual agreement of the parties. This agreement shall be terminable by either party upon thirty (30) days written notice.

LIEBERT CASSIDY WHITMORE,  
A Professional Corporation

MAGNOLIA EDUCATIONAL &  
RESEARCH FOUNDATION

By:   
Name: J. Scott Tiedemann

By:   
Name: Caprice Young

Title: Managing Partner

Title: CEO & Superintendent

Date: 6/29/18

Date: 06/28/2018

I. FEE SCHEDULE

Hourly Rates (As of Agreement Effective Date)

Partners	\$370.00
Senior Counsel	\$320.00
Associates	\$210.00 - \$300.00
Labor Relations/HR Consultant	\$195.00 - \$230.00
Paraprofessionals & Litigation Support	\$80.00 - \$170.00

II. COST SCHEDULE

1. Photocopies	\$0.15 per copy
2. Facsimile Transmittal	\$0.25 per page

# Cover Sheet

## Magnolia Public Schools LAUSD 2017-18 Oversight Reports and MPS Actions, Plans, Steps and Timelines

**Section:** IV. Discussion Items  
**Item:** A. Magnolia Public Schools LAUSD 2017-18 Oversight Reports  
and MPS Actions, Plans, Steps and Timelines  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** IV A 2017-18 LAUSD Oversight Reports.pdf



Board Agenda Item #	IV A- Discussion Item
Date:	July 12, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Ismael Soto, Director of Partnerships
RE:	Magnolia Public Schools LAUSD 2017-18 Oversight Reports and MPS action, plans, steps and timelines

#### Proposed Board Motion

Information and Discussion item- no actions required

#### Background

On May 24<sup>th</sup>, 2018 the MPS Board discussed annual oversight reports for all Magnolia Science Academies. Today, the Board will be further discussing the LAUSD 2017-18 Oversight Reports. Staff will be presenting on the issues/discrepancies referenced in the reports, actions plans and steps to remedy the issues/discrepancies, as well as time-lines.

One specific step of focus for today's discussion is around our fiscal-operations. Although fiscal conditions have improved, the Los Angeles Unified School District Charter School Division suggests for Magnolia Public Schools to incorporate further changes that can strengthen fiscal practices. The oversight reports attached details out clear areas of growth/improvement, which are as follows, (1) Bank Reconciliation Reports, (2) Credit and Debit Card Purchases, and (3) Automatic Payments. The Magnolia team will prepare an action plan with specific fiscal benchmarks as a response to the CSD Oversight Report.

#### Budget Implications:

- There are no budget implications.

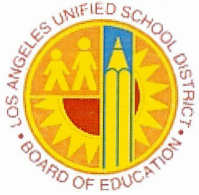
#### Name of Staff Originator:

- Ismael Soto, Director of Partnerships

#### Attachments

- CSD Letter for Magnolia Science Academy 6
- CSD Letter for Magnolia Science Academy 7
- 2017-18 LAUSD Oversight Reports (MSA 4, MSA 6, MSA 7, MSA 8)
- MSA 4 Benchmarks
- MPS' Fiscal Benchmarks Response to CSD





# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**AUSTIN BEUTNER**  
*Superintendent of Schools*

**FRANCES GIPSON, Ph.D.**  
*Chief Academic Officer  
Division of Instruction*

**JOSÉ COLE-GUTIÉRREZ**  
*Director, Charter Schools Division*

June 29, 2018

**Via Email and U.S. Mail:**  
**RESPONSE DUE: On or before**  
**renewal petition submission**

Magnolia Science Academy 6  
3754 Dunn Drive  
Los Angeles, CA 90034

Attention: Dr. Saken Sherkhanov, Governing Board President, and John Terzi, Principal

## **SUBJECT: CHARTER SCHOOL RENEWAL**

Dear Magnolia Science Academy 6 and Governing Board President Dr. Saken Sherkhanov:

Our records indicate that Magnolia Science Academy 6 (MSA 6) will be up for renewal during the 2018-2019 school year. In an effort to have a shared understanding of the school’s current performance status as you approach the charter renewal process, the Charter Schools Division (CSD) has summarized below the school’s record of performance based on the District’s ongoing oversight of your school, as previously documented over the course of your current charter term. Please note that this summation is not exhaustive, but instead strives to highlight key, salient factors considered at the time of renewal, based on data available at this time.

The Charter Schools Division is providing this correspondence to support a transparent, consistent, and predictable renewal process. However, this letter should not be taken as an indication of whether your school will be recommended for renewal by the CSD, or eventually approved by the Board<sup>1</sup>. Rather, the information provided below is intended to support, inform, and/or guide the school’s decision-making as it approaches the fifth year of its charter term.

According to our preliminary review of the MSA 6’s record of performance, based on available CAASPP (SBAC) data, it appears that the school will meet minimum renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools and District Similar Schools). For example, on the 2016-2017 CAASPP (SBAC) assessment in English Language Arts, 42.77% of MSA 6 students Met and Exceeded the performance standards, which is higher

<sup>1</sup> The feedback provided herein is not intended to supplant or supplement the renewal criteria established by the Charter Schools Act, nor is the letter intended to serve as a Notice to Cure or Notice of Violation for purposes of charter revocation. Please also note that the timing of this letter does not place formal or informal limitations or constraints on the timing of your charter renewal submission. Each charter renewal petition will be assessed based on the criteria outlined in Education Code sections 47607(b) and 52052(3)(4)(c), and the policies and procedures outlined in the District’s Administrative Procedures for Charter Authorizing.

than the Resident Schools Median of 28.21%, and lower than Similar School's Median at 52.63%. In Math, 25.29% of MSA 6's students Met and Exceeded the performance standards, which is higher than the Resident Schools Median of 15.09%, and lower than Similar Schools Median at 44.43%. The school's reclassification rate for the 2016-2017 school year was at 64.00%, which is 47.2 percentage points above the District at 16.8%. In 2015-2016, the school's reclassification rate was at 42.1%, which was 30 percentage points above the District at 12.1%.

In addition to the above, pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all group of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." (Ed. Code 47607(a)(3)(A).) Based on the past two years of CAASPP (SBAC) data from 2015-2016 to 2016-2017, the comparison of the percentages of students that Met and Exceeded the performance standards reveals that both of MSA 6's student subgroups experienced slightly mixed results in academic performance. In ELA and Math, 1 out of 2 numerically significant subgroups demonstrated increases. Socioeconomically Disadvantaged students slightly decreased in ELA by 0.82 percentage points and by 0.18 percentage points in Math. School leadership shared during the 2017-2018 Annual Performance-Based Oversight visit that the school will continue to provide intervention programs to ensure that all students are receiving quality instruction, and that the goals are to reduce/close the academic achievement gap. Please know, the CSD is looking forward to reviewing the 2017-2018 CAASPP results for your school, along with other relevant data you may provide as part of your full renewal analysis.

On May 16, 2017 and February 14, 2018, the CSD conducted its annual oversight visits to MSA 6. The 2016-2017 and 2017-2018 Annual Performance-Based Oversight Reports, indicate that MSA 6 earned a rating of "3" (Proficient) in the category of Student Achievement and Educational Performance.

Moreover, the school's Annual Performance-Based Oversight Visit Reports revealed a rating of "2" (Developing) and a rating of "3" (Proficient) in the category of Fiscal Operations for Fiscal Years 2016-2017 and 2017-2018, respectively.

On or about March 20, 2015, LAUSD and Magnolia Educational & Research Foundation (MERF) entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when the District rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement state: "MERF agrees to be subject to fiscal oversight during fiscal year 2015-16 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF's fiscal operations." Beginning on May 30, 2017, School Services of California (SSCal) was contracted to continue the fiscal oversight that was started but could not be completed by FCMAT. Based on the December 4, 2017 amended oversight service agreement between SSCal and MERF, SSCal's original scope of work for its oversight review was extended, to cover the months of January 2018 through April 2018 (which would cover a sample of financial transactions for MSA 4, 6, 7 and 8) and would include field work, with management letters addressing SSCal's review to be issued relative to these four months. SSCal's review is slated for completion by June 30, 2018.



In consideration of the information above, the CSD requests that, prior to the school submitting its renewal petition, the school provide the CSD with a comprehensive response that includes the following information:

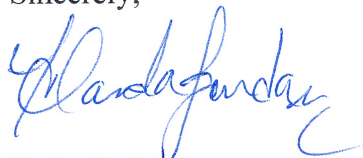
- 1) SSCal's final management letter, along with MERF's response and action items.
- 2) The school's approved board meeting minutes, action plans/steps, and/or proof of implementation of the mitigating actions taken by the school in addressing the CSD's fiscal findings cited in the Areas Noted for Further Growth and/or Improvement section of the 2017-2018 Annual Performance-Based Oversight Report.

Please provide responses, as well as documentation, on school letterhead on or before submission of your renewal petition. You may choose to include supporting documentation as separate email attachments. If you have questions or would like to discuss the items outlined above and/or the upcoming renewal process, please contact:

**Specialist:** Yolanda Jordan, [yolanda.jordan@lausd.net](mailto:yolanda.jordan@lausd.net), 213-241-0326

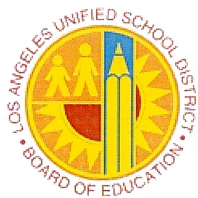
**Fiscal Services Manager:** Lourdes Echavarria, [Lourdes.echavarria@lausd.net](mailto:Lourdes.echavarria@lausd.net), 213-241-0451

Sincerely,



Yolanda Jordan  
Specialist, CSD

cc: José Cole Gutiérrez, Director CSD  
Robert Perry, Administrative Coordinator, CSD  
James Robinson, Fiscal Administrator, CSD  
René, Senior Coordinator, CSD  
Lillian Lee, Fiscal Oversight Administrator, CSD



# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**AUSTIN BEUTNER**  
*Superintendent of Schools*

**FRANCES GIPSON, Ph.D.**  
*Chief Academic Officer  
Division of Instruction*

**JOSÉ COLE-GUTIÉRREZ**  
*Director, Charter Schools Division*

June 29, 2018

**Via Email and U.S. Mail:**  
**RESPONSE DUE: On or before**  
**renewal petition submission**

Magnolia Science Academy 7  
18355 Roscoe Blvd.  
Northridge, CA 91325

Attention: Dr. Saken Sherkanov, Governing Board President, and Fatih Metin, Principal

## **SUBJECT: CHARTER SCHOOL RENEWAL**

Dear Magnolia Science Academy 7 and Governing Board President Dr. Saken Sherkanov:

Our records indicate that Magnolia Science Academy 7 (MSA 7) will be up for renewal during the 2018-2019 school year. In an effort to have a shared understanding of the school’s current performance status as you approach the charter renewal process, the Charter Schools Division (CSD) has summarized below the school’s record of performance based on the District’s ongoing oversight of your school, as previously documented over the course of your current charter term. Please note that this summation is not exhaustive, but instead strives to highlight key, salient factors considered at the time of renewal, based on data available at this time.

The Charter Schools Division is providing this correspondence to support a transparent, consistent, and predictable renewal process. However, this letter should not be taken as an indication of whether your school will be recommended for renewal by the CSD, or eventually approved by the Board<sup>1</sup>. Rather, the information provided below is intended to support, inform, and/or guide the school’s decision-making as it approaches the fifth year of its charter term.

According to our preliminary review of the MSA 7’s record of performance, based on available CAASPP (SBAC) data, it appears that the school will meet minimum renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools and District Similar Schools). For example, on the 2016-2017 CAASPP (SBAC) assessment in English Language Arts, 47.57% of MSA 7 students Met and Exceeded the performance standards, which is higher

<sup>1</sup> The feedback provided herein is not intended to supplant or supplement the renewal criteria established by the Charter Schools Act, nor is the letter intended to serve as a Notice to Cure or Notice of Violation for purposes of charter revocation. Please also note that the timing of this letter does not place formal or informal limitations or constraints on the timing of your charter renewal submission. Each charter renewal petition will be assessed based on the criteria outlined in Education Code sections 47607(b) and 52052(3)(4)(c), and the policies and procedures outlined in the District’s Administrative Procedures for Charter Authorizing.



than the Resident Schools Median of 36.00%. In Math, 39.04% of MSA 7's students Met and Exceeded the performance standards, which is higher than the Resident Schools Median of 27.71%. The school's reclassification rate for the 2016-2017 school year was at 18.5%, which is 1.7 percentage points above the District at 16.8%. In 2015-2016, the school's reclassification rate was at 0%, which was 12.1 percentage points below the District at 12.1%. In 2014-2015, the school's reclassification rate was at 24%, which was 7.4 percentage points above the District at 16.6%.

In addition to the above, pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all group of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." (Ed. Code 47607(a)(3)(A).) Based on the past two years of CAASPP (SBAC) data from 2015-2016 to 2016-2017, the comparison of the percentages of students that Met and Exceeded the performance standards reveals that several of MSA 7's student subgroups experienced mixed results in academic performance. In ELA, 3 out of 5 numerically significant subgroups demonstrated declines. English Learner students decreased by 10.50 percentage points, from 13.00% to 2.50% Met and Exceeded; Latino students decreased by 5.30 percentage points, from 49.00% to 43.70% Met and Exceeded; Socioeconomically Disadvantaged students decreased by 5.26 percentage points, from 46.00% to 40.74% Met and Exceeded, while Students with Disabilities demonstrated growth by 1.88 percentage points from 20.00% to 21.88% Met and Exceeded. Additionally, White students demonstrated growth by 1.35 percentage points from 50.00% Met and Exceeded to 51.35% Met and Exceeded. In Math, 3 out of 5 numerically significant subgroups demonstrated growth. Socioeconomically Disadvantaged students demonstrated growth by 5.85 percentage points from 27.00% to 32.85% Met and Exceeded. Students with Disabilities demonstrated growth by 9.00 percentage points, from 16.00% to 25.00% Met and Exceeded. Additionally, White students demonstrated growth by 14.53 percentage points, from 46.00% to 60.53% Met and Exceeded, while English Learners decreased by 8.48 percentage points, from 18.00% to 9.52% Met and Exceeded. Latino students also declined in Math by 1.00 percentage point from 31.00% to 30.00% Met and Exceeded. School leadership shared an "**Action Plan & School-Wide Goals/Areas of Focus 2017-2018**" during the 2017-2018 Annual Performance-Based Oversight visit in response to the 2016-2017 SBAC data. Some of the components of the plan include the following:

- Targeted intervention for English Learners who are also students with disabilities
- More targeted and leveled reading interventions during the school hours and outside of the regular school hours (e.g. after-school tutoring, summer school program, Math Intervention Program, etc.)
- Implementation of more ELD instruction in the classroom using the *Wonders Language Arts* curriculum
- Implementation of school-wide math facts fluency program, *X-tra Math*

Please know, the CSD is looking forward to reviewing the 2017-2018 CAASPP results for your school, along with other relevant data you may provide as part of your full renewal analysis.

On May 25, 2017 and April 5, 2018, the CSD conducted its annual oversight visits to MSA 7. The 2016-2017 and 2017-2018 Annual Performance-Based Oversight Reports, indicate that MSA 7

earned a rating of “3” (Proficient) in the category of Student Achievement and Educational Performance.

Moreover, the school’s Annual Performance-Based Oversight Visit Reports revealed a rating of “2” (Developing) and a rating of “3” (Proficient) in the category of Fiscal Operations for Fiscal Years 2016-2017 and 2017-2018, respectively.

On or about March 20, 2015, LAUSD and Magnolia Educational & Research Foundation (MERF) entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when the District rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement state: “MERF agrees to be subject to fiscal oversight during fiscal year 2015-16 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF’s fiscal operations.” Beginning on May 30, 2017, School Services of California (SSCal) was contracted to continue the fiscal oversight that was started but could not be completed by FCMAT. Based on the December 4, 2017 amended oversight service agreement between SSCal and MERF, SSCal’s original scope of work for its oversight review was extended, to cover the months of January 2018 through April 2018 (which would cover a sample of financial transactions for MSA 4, 6, 7 and 8) and would include field work, with management letters addressing SSCal’s review to be issued relative to these four months. SSCal’s review is slated for completion by June 30, 2018.

In consideration of the information above, the CSD requests that, prior to the school submitting its renewal petition, the school provide the CSD with a comprehensive response that includes the following information:

- 1) SSCal’s final management letter, along with MERF’s response and action items.
- 2) The school’s approved board meeting minutes, action plans/steps, and/or proof of implementation of the mitigating actions taken by the school in addressing the CSD’s fiscal findings cited in the Areas Noted for Further Growth and/or Improvement section of the 2017-2018 Annual Performance-Based Oversight Report.

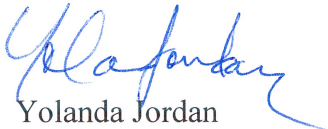
Please provide responses, as well as documentation, on school letterhead on or before submission of your renewal petition. You may choose to include supporting documentation as separate email attachments. If you have questions or would like to discuss the items outlined above and/or the upcoming renewal process, please contact:

**Specialist:** Yolanda Jordan, [yolanda.jordan@lausd.net](mailto:yolanda.jordan@lausd.net), 213-241-0326

**Fiscal Services Manager:** Lourdes Echavarria, [Lourdes.echavarria@lausd.net](mailto:Lourdes.echavarria@lausd.net), 213-241-0451

Thank you for your timely attention to this matter.

Sincerely,



Yolanda Jordan  
Specialist, CSD



cc: José Cole Gutiérrez, Director CSD  
Robert Perry, Administrative Coordinator, CSD  
James Robinson, Fiscal Administrator, CSD  
René Cardona, Senior Coordinator, CSD  
Lillian Lee, Fiscal Oversight Administrator, CSD



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

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

### **MAGANOLIA SCIENCE ACADEMY 6**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/14/2018

<b>Charter School Name:</b>	<b>Magnolia Science Academy 6</b>			<b>Location Code:</b>	<b>8013</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
<b>3754 Dunn Drive</b>	<b>Los Angeles</b>	<b>90034</b>	<b>310-842-8555</b>	<b>310-842-8558</b>	
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>	
<b>July 1, 2014 to June 30, 2019</b>			<b>1</b>	<b>West</b>	
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
<b>156</b>	<b>300</b>	<b>6<sup>th</sup> – 8<sup>th</sup></b>		<b>6<sup>th</sup> – 8<sup>th</sup></b>	
<b>Total Number of Staff Members:</b>	<b>14</b>	<b>Certificated:</b>	<b>8</b>	<b>Classified:</b>	<b>6</b>
<b>Charter School's Leadership Team Members:</b>		<b>John Terzi, Principal; James Choe, Assistant Principal</b>			
<b>Charter School's Contact for Special Education:</b>		<b>Ms. Terry Bourdages</b>			
<b>CSD Assigned Administrator:</b>	<b>Yolanda Jordan</b>	<b>CSD Fiscal Services Manager:</b>	<b>Lourdes Echavarria</b>		
<b>Other School/CSD Team Members:</b>	<b>Helena Yoon-Fontamillas</b>				
<b>Oversight Visit Date:</b>	<b>February 14, 2018</b>	<b>Fiscal Review Date (if different):</b>	<b>February 1, 2018</b>		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	<b>No</b>	<b>LAUSD Co-Location Campus (if applicable):</b>			
		<b>DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:</b>			

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/14/2018

## CHARTER RENEWAL CRITERIA

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

## REPORT GUIDE

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

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

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

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

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

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

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



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

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



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The Charter School Division will continue to monitor MERF's compliance of the fiscal oversight provision required in the March 2015 Settlement Agreement between LAUSD and MERF through the end of MSA 6's current charter term.

On 11/7/17 the LAUSD BOE voted on non-renewal for MSA 5.

All details are delineated in the Findings of Fact BOE Report #179-17/18.

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





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DATE OF VISIT: 2/14/2018**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

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

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

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

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

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

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

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 2/14/2018

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

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



LAUSD CHARTER SCHOOLS DIVISION

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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/14/2018**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

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



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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/14/2018**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

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

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

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

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> <li>The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement</li> <li><input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement</li> <li><input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)</li> <li><input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)</li> </ul>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b></li> <li><input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Independent audit report(s)</li> <li><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</li> </ul>

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



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A1:</b> The majority of numerically significant subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> <li>Per CDE, MSA 6 has 5 subgroups (African-American, English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). However, there are only 2 numerically significant subgroups (Latino and Socioeconomically Disadvantaged or SED). Latino students grew by 1.06 percentage points and SED students decreased by 0.82 percentage points in ELA.</li> </ul> <p><b>A2:</b> The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> <li>Per CDE, MSA 6 has 5 subgroups (African-American, English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). However, there are only 2 numerically significant subgroups (Latino and Socioeconomically Disadvantaged or SED). Latino students grew by 1 percentage point and SED students decreased by 0.18 percentage points in Math.</li> </ul> <p><b>A3:</b> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per CDE and a data set provided by LAUSD Data and Accountability, 42.77% of MSA 6's students Met and Exceeded Standards on the SBAC in ELA, compared to the Resident Schools Median of 28.21%.</li> </ul> <p><b>A4:</b> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per CDE and a data set provided by LAUSD Data and Accountability, 25.29% of MSA 6's students Met and Exceeded Standards on the SBAC in Math, compared to the Resident Schools Median of 15.09%.</li> </ul> <p><b>A5:</b> The school reclassifies English Learners at a rate higher than the District average</p> <ul style="list-style-type: none"> <li>Per the CDE Reclassification Report, 64% of MSA 6's English Learners reclassified, compared to the District average at 16.8%</li> </ul> <p><b>A6:</b> The school's percentage of "At Risk" English Learners is at rate lower than the District average</p> <ul style="list-style-type: none"> <li>Per the CDE's "At-Risk" by Grade report, MSA 6 is at 0%, compared to the District average at 5.9%.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>A7:</b> The school's percentage of LTELs is at a rate higher than the District average</p> <ul style="list-style-type: none"> <li>Per the CDE's Long-Term English Learners (LTEL) by Grade report, MSA 6 is at 11.5%, compared to the District average at 8.3%</li> </ul> <p><u>Corrective Action Required</u></p> <p>None</p>	





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Notes:

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



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DATE OF VISIT: 2/14/2018**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

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

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

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

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

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

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



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DATE OF VISIT: 2/14/2018**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

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

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

- Schoolwide Math data (CDE)

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



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DATE OF VISIT: 2/14/2018**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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





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### CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

#### Summary of School Performance

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

*Blue*      *Green*      *Yellow*      *Orange*      *Red*

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

The school has achieved the performance level of Orange

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

The school has achieved the performance level of Orange

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

The school has achieved the performance level of N/A

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

The school has achieved the performance level of N/A

*\*this indicator will be available Fall 2018*

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

The school has achieved the performance level of Blue

**A15: 2.5 Suspension and Expulsion Rates**

The school has achieved the performance level of N/A



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The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

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

The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

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

The school has achieved the performance level of \_\_\_\_\_ N/A

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

The school has achieved the following status \_\_\_\_\_ N/A

*\*this indicator will be available Fall 2017***NOTES:****Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):**



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O3:</b> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</p> <ul style="list-style-type: none"> <li>• Per discussion with leadership, MSA 6 continues to implement standards-based instruction with Common Core aligned instructional materials</li> <li>• MSA 6 received WASC Accreditation through 6/30/22</li> </ul> <p><b>O4:</b> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <ul style="list-style-type: none"> <li>• Per discussion with leadership and responses to guided questions, MSA 6 continues to provide intervention for students during the school day, as well as after school and on Saturdays.</li> <li>• New this year: a math coach comes to the site 3 days a week to support teachers as well as work with small groups of students. Additionally, there is a school-site mentor available to support all new teachers.</li> <li>• English Learners received 40 minutes per day of ELD instruction</li> <li>• School leadership shared their Interim Comprehensive Assessment (ICA) results in Math, as of February 12, 2018 and it shows increases from the end of year, 2016-2017 ICA results. 6<sup>th</sup> grade increased from 8% to 13%; 7<sup>th</sup> grade increased from 17% to 25%; and 8<sup>th</sup> grade from 14% to 23%.</li> </ul> <p><b>O6:</b> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <ul style="list-style-type: none"> <li>• Per Welligent reports, MSA 6 is compliant as it relates to timely completion of IEPs and service tracking. As of the day of the visit, all students receiving services were in Tier 1.</li> </ul> <p><b>O8:</b> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</p> <ul style="list-style-type: none"> <li>• As evidenced in Binder #3, emails from the Magnolia Public Schools (MPS) office, and discussion with school leadership, MSA 6 has ongoing professional development for staff, on campus and MSP-wide.</li> <li>• Per leadership, a math teacher left midyear last school year which may account for the slight drop in the Math SBAC scores. In an effort to support all students in the area of math, MSA 6 hired two math teachers and provided those teachers with professional development to learn new strategies to implement common core.</li> </ul>	



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Areas Noted for Further Growth and/or Improvement

Corrective Action Required

None

Notes:

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



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

*The school has a system in place to ensure that:*

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

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



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

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

**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3***The school has:*

- implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards
- obtained WASC accreditation **(high schools only)**
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements **(high schools only)**
- received UC/CSU approval of courses (UC Doorways) **(high schools only)**





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

**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4*****The school:***

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

Rubric	Sources of Evidence



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

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



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DATE OF VISIT: 2/14/2018**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6***The school has a system in place to ensure that the school:*

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

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

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

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

	Rubric	Sources of Evidence



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

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



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

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

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

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

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



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

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

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

\*\*required on website

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





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

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

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

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



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

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

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

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

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



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8013	2014-15					2015-16					2016-17				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy 6															
Cash and Cash Equivalents		154,658	287,976	806,785	806,785		1,140,596	745,313	535,799	535,854		309,957	425,269	754,059	754,059
Current Assets		475,835	443,930	1,044,455	1,044,455		1,323,596	945,537	1,129,326	1,137,099		1,111,811	1,099,539	1,377,897	1,389,727
Fixed and Other Assets		0	0	0	0		5,837	79,810	66,400	66,400		37,674	37,674	51,733	51,733
<b>Total Assets</b>		475,835	443,930	1,044,455	1,044,455		1,329,233	1,025,347	1,195,726	1,203,499		1,149,285	1,137,213	1,429,630	1,441,460
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		300,000	155,150	559,018	569,898		293,042	122,405	182,262	246,234		108,457	12,812	176,677	182,539
Long Term Liabilities		0	0	0	0		181,177	0	6,888	0		0	6,500	0	0
<b>Total Liabilities</b>		300,000	155,150	559,018	569,898		474,219	122,405	188,950	246,234		108,457	19,312	176,677	182,539
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		175,835	288,780	485,437	474,557		855,014	902,942	1,006,776	957,265		1,040,828	1,117,902	1,252,953	1,258,921
Total Revenues	1,194,881	1,321,864	1,466,358	1,493,504	1,511,887	1,472,371	1,811,043	1,805,855	1,949,276	1,978,995	1,952,604	1,962,456	1,994,599	1,990,263	2,032,981
Total Expenditures	1,100,880	1,210,491	1,242,040	1,072,529	1,101,792	1,292,304	1,441,465	1,377,470	1,417,057	1,496,287	1,622,710	1,878,893	1,822,134	1,882,747	1,731,325
<b>Net Income / (Loss)</b>	94,001	111,373	224,318	420,975	410,095	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	94,001	111,373	224,318	420,975	410,095	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656
Net Assets, Beginning	(238,029)	70,336	70,336	70,336	64,462	288,780	485,436	485,436	485,437	474,557	902,942	1,006,776	1,006,776	1,006,776	957,265
Adj. for restatement / Prior Yr Adj	0	(5,874)	(5,874)	(5,874)	0	0	0	(10,879)	(10,880)	0	0	(49,511)	(61,339)	(61,339)	0
<b>Net Assets, Beginning, Adjusted</b>	(238,029)	64,462	64,462	64,462	64,462	288,780	485,436	474,557	474,557	474,557	902,942	957,265	945,437	945,437	957,265
<b>Net Assets, End</b>	(144,028)	175,835	288,780	485,437	474,557	468,847	855,014	902,942	1,006,776	957,265	1,232,836	1,040,828	1,117,902	1,252,953	1,258,921

8013	Audited Financials					2017-18				
	2013-14	2014-15	2015-16	2016-17	2017-18	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy 6										
Cash and Cash Equivalents	157,957	806,785	535,854	754,059	0		811,084	0	0	0
Current Assets	481,282	1,044,455	1,137,099	1,389,727	0		1,365,004	0	0	0
Fixed and Other Assets	8,461	0	66,400	51,733	0		102,842	0	0	0
<b>Total Assets</b>	489,743	1,044,455	1,203,499	1,441,460	0		1,467,846	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	425,281	569,898	246,234	182,539	0		180,209	0	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	425,281	569,898	246,234	182,539	0		180,209	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Net Assets</b>	64,462	474,557	957,265	1,258,921	0		1,287,637	0	0	0
Total Revenues	1,452,643	1,511,887	1,978,995	2,032,981	0	1,966,979	1,890,155	0	0	0
Total Expenditures	1,036,720	1,101,792	1,496,287	1,731,325	0	1,789,080	1,855,471	0	0	0
<b>Net Income / (Loss)</b>	415,923	410,095	482,708	301,656	0	177,899	34,684	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	415,923	410,095	482,708	301,656	0	177,899	34,684	0	0	0
Net Assets, Beginning	(351,461)	64,462	474,557	957,265	0	1,117,901	1,252,953	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	(351,461)	64,462	474,557	957,265	0	1,117,901	1,252,953	0	0	0
<b>Net Assets, End</b>	64,462	474,557	957,265	1,258,921	0	1,295,801	1,287,637	0	0	0



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>	3
<p>Magnolia Science Academy 6's (MSA 6) fiscal condition is strong and has been upward trending since the 2013-2014 fiscal year. According to the 2016-2017 independent audit report, the school had positive net assets of \$1,258,921 and net income of \$301,656. The 2017-2018 First Interim projects positive net assets of \$1,293,605 and net income of \$34,684.</p> <p>According to the 2016-2017 independent audit report, Magnolia Science Academy 6 is one of 10 schools operated by Magnolia Educational &amp; Research Foundation (MERF). MERF currently has five schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$21,478,410 and net income of \$616,950. MERF, without the charter schools, reported negative net assets of (\$766,778) and a net loss of (\$793,576), which was the result of a negative equity transfer of (\$768,450) to MERF and asset write-offs of (\$348,866) absorbed by MERF in light of the closure of MSA Santa Clara (a non-LAUSD authorized MERF school). MERF's 2016-2017 independent audit report (in Note 17), states: "On July 1, 2016, the Board of MERF voted to close MSA Santa Clara, and to transfer the June 30, 2016 operating deficit of (\$731,580) to MERF. MSA Santa Clara also had an additional loss during 2016-2017 in the amount of (\$36,870) for miscellaneous revenues repaid and expenses directly related to final settlement of MSA Santa Clara for a total deficit of (\$768,450)." MERF's 2016-2017 independent audit report also describes the absorption of MSA Santa Clara's remaining assets and liabilities assumed by MERF resulted as an extraordinary item that led to write-offs of accounts receivable and fixed assets in the amount of (\$348,866).</p> <p>According to MERF, in 2016-2017, MSA 6 paid annual management fees of \$167,776 to MERF for administrative services, such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	



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DATE OF VISIT: 2/14/2018**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is strong.

	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)
Net Assets	\$64,462	\$474,557	\$957,265	\$1,258,921	\$1,293,605
Net Income/Loss	\$415,923	\$410,095	\$482,708	\$301,656	\$34,684
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

2. March 2015 Settlement Agreement Status

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

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





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

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

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

#### **Areas Noted for Further Growth and/or Improvement:**

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

##### 1. Bank Reconciliation Reports

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

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





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

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

## 2. Credit Cards

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

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

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

The CSD will continue to monitor these issues through oversight.

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

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



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

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

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

#### Other Observations:

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

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

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



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

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

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

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



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Oversight Reports with its governing board, and document said discussion regarding same. This is one of the required fiscal items in the CSD's Annual Performance-Based Oversight Visit Preparation Guide, beginning in 2017-2018.

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

**Corrective Action Required:**

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



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1. Reviewed independent audit report for the fiscal year ended June 30, 2017 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2017 through December 2017. Selected the months of July 2017 through December 2017 for sample testing. Discrepancies were noted for further growth and/or improvement above.
  - a. Citi Bank – 5041 MSA Bell (Checking)
  - b. Citi Bank – 6769 MSA 4 (Checking)
  - c. Citi Bank – 6694 MSA 5 (Checking)
  - d. Citi Bank – 6121 MSA 6 (Checking)
  - e. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from May 2017 through October 2017 for all the credit card accounts below (except for the statements related to the accounts in the name of the former CFO as specified below). Selected the months of January 2017 through October 2017, where applicable, for sample testing. Discrepancies were noted for further growth and/or improvement above.
  - a. American Express, credit card ending in 1003 (Former CFO – MSA 4) - January 2017 through July 2017
  - b. American Express, credit card ending in 1004 (CFO – MSA 4)
  - c. American Express, credit card ending in 1002 (CFO – MSA 5)
  - d. American Express, credit card ending in 1000 (CFO – MSA 6)
  - e. American Express, credit card ending in 1005 (Former CFO – MSA 7) - January 2017 through October 2017
  - f. American Express, credit card ending in 1007 (CFO – MSA 7)
  - g. American Express, credit card ending in 1000 (Former CFO – MSA 8) - January 2017 through May 2017, and August 2017 through October 2017
  - h. American Express, credit card ending in 1006 (CFO – MSA 8)
4. Reviewed the following 39 checks/debit transactions. Discrepancies were noted for further growth and/or improvement above.
  - a. Check numbers: 42338, 62329, 52267, 52273, DB120916, 42357, 82525, 52290, 72610, 82535, 42385, 82554, 82571, 62400, 82585, 52328, DB040317-1, 72722, 52346, 72741, 82630, 42454, 62472, 42467, 72780, 62471, 82663, 72801, 72803, 62496, DB062817, 42499, 52421, 82720, 52445, 42548, 82752, DB111417 and 82755.
5. Per the 2016-2017 audit report, the school's cash and cash equivalents is \$754,059, and total expenditures equal \$1,731,325. Therefore, the school's cash reserve level is 43.5%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. Segregation of Duties (SOD) reviews were conducted at MSA Bell and MSA 6. No discrepancies were noted.
8. MSA 6 did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2017-2018 budget were provided.



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11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were *not* provided. See the CSD's recommendation in the "Other Observations" section above.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report and resolution of any audit findings, including material weaknesses, or deficiencies were provided.
17. Evidence of MSA 6 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2017-2018 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2016-2017 audited and unaudited actuals nearly mirror each other.
22. March 2015 Settlement Agreement (further details related to Item 2 in the **Areas of Demonstrated Strength and/or Progress** section above):

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

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

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

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





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

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DATE OF VISIT: 2/14/2018**Fiscal Operations Rubrics***Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

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



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DATE OF VISIT: 2/14/2018

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/14/2018

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/14/2018

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/14/2018

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





# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT**

### **2017-2018 SCHOOL YEAR**

### **MAGNOLIA SCIENCE ACADEMY 7**

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Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/5/2018

<b>Charter School Name:</b>	<b>Magnolia Science Academy 7</b>			<b>Location Code:</b>	<b>8014</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
<b>18355 Roscoe Blvd.</b>	<b>Northridge</b>	<b>91325</b>	<b>818-221-5328</b>	<b>818-975-5215</b>	
<b>Current Term of Charter:</b>	<b>LAUSD Board District:</b>		<b>LAUSD District:</b>		
<b>July 1, 2014 to June 30, 2019</b>	<b>3</b>		<b>Northwest</b>		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>		
<b>286</b>	<b>300</b>	<b>K-5</b>	<b>K-5</b>		
<b>Total Number of Staff Members:</b>	<b>30</b>	<b>Certificated:</b>	<b>14</b>	<b>Classified:</b>	<b>16</b>
<b>Charter School's Leadership Team Members:</b>	<b>Fatih Metin, Principal; Meagan Alonso, Assistant Principal</b>				
<b>Charter School's Contact for Special Education:</b>	<b>Sharee Lear</b>				
<b>CSD Assigned Administrator:</b>	<b>Yolanda Jordan</b>	<b>CSD Fiscal Services Manager:</b>	<b>Lourdes Echavarria</b>		
<b>Other School/CSD Team Members:</b>	<b>Helena Yoon-Fontamillas</b>				
<b>Oversight Visit Date:</b>	<b>April 5, 2018</b>	<b>Fiscal Review Date (if different):</b>	<b>February 1, 2018</b>		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	<b>No</b>	<b>LAUSD Co-Location Campus (if applicable):</b>	<b>N/A</b>		
		<b>DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:</b>	<b>N/A</b>		

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/5/2018

## CHARTER RENEWAL CRITERIA

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

## REPORT GUIDE

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

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

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

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

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/5/2018

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

GOVERNANCE	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s)</p> <ul style="list-style-type: none"> <li>• As evidenced in Binder #1, there is evaluation protocol that details how and when school leaders are evaluated. Additionally, it measures school leaders using the California Professional Standards for Education Leaders (CPSELs)</li> <li>• While there is evidence of a Superintendent Performance Evaluation Form, it recommended that the Magnolia Public School (MPS) Board create an evaluation protocol for the CEO/Superintendent of MPS.</li> </ul> <p><b>G4:</b> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment as evidenced by reviewing MPS board meeting minutes and agendas, as well as the ESSA Grids at school sites.</p> <p><b>G5:</b> The Governing Board monitors school performance and other internal data to inform decision-making</p> <ul style="list-style-type: none"> <li>• As evidenced in Board meeting agendas, minutes, and Academic Committee meeting minutes, academic “Glows, Grows and Next Steps” are discussed to inform decisions regarding each MPS school’s academic trajectory</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><u>Corrective Action Required</u></p> <p>None</p>	
<p>Notes:</p> <p><b>Other:</b> The Magnolia Public Schools governing board is encouraged to continue discussions and supports at the school site level in the incorporation of STEM, STEAM, or STREAM within different content areas and classrooms.</p> <p><b>UPDATE regarding the Settlement Agreement with LAUSD:</b> Magnolia Education and Research Foundation (MERF) and School Services California executed an amendment to the original contract on 12/12/17 to extend the oversight services through July 31, 2018. This amendment extended the scope of work to cover the months of January through April 2018, with field work and management letters addressing these four months by June 30, 2018.</p> <p>The Charter School Division will continue to monitor MERF’s compliance of the fiscal oversight provision required in the March 2015 Settlement Agreement between LAUSD and MERF through the end of MSA 7’s current charter term.</p>	



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DATE OF VISIT: 4/5/2018

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

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



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SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/5/2018**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

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

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

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

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

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

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

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

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



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SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/5/2018**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

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



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DATE OF VISIT: 4/5/2018**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

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

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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



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

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

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

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

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



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A3:</b> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>• Per CDE, the school’s ELA rate was at 47.57%, compared to the Resident Schools Median at 36.00%</li> </ul> <p><b>A4:</b> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>• Per CDE, the school’s Math rate was at 39.04%, compared to the Resident Schools Median at 27.71%</li> </ul> <p><b>A5:</b> The school reclassifies English Learners at a rate higher than the District average</p> <ul style="list-style-type: none"> <li>• Per CDE, the school’s reclassification rate was 18.5%, compared to the District average of 16.8%</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>A1:</b> Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> <li>• Per CDE, one out of four numerically significant subgroups (White) demonstrated growth</li> </ul> <p><b>A2:</b> Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> <li>• Per CDE, two out of four numerically significant subgroups (Socioeconomically Disadvantaged and White) demonstrated growth</li> </ul> <p><b>A6:</b> The school’s percentage of “At Risk” English Learners is at a rate higher than the District average</p> <ul style="list-style-type: none"> <li>• Per CDE, 16.7% of English Learners are “At Risk,” compared to the District average of 5.9% <ul style="list-style-type: none"> <li>○ Per school leadership, 19 out of 85 EL students are classified as “At Risk.” Furthermore, 13 out of the 19, are students with disabilities.</li> </ul> </li> </ul> <p><b>A9:</b> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels</p> <ul style="list-style-type: none"> <li>• Per school leadership, TK-2<sup>nd</sup> grade students use curriculum based benchmark assessments to measure student growth in ELA and Math. The assessments are given regularly to track progress. Some of the assessments include Wonders Reading and Fluent assessments and My Math chapter and benchmark assessments. <ul style="list-style-type: none"> <li>○ Per school leadership, while K-2 show strengths in ELA and Math (e.g. upper and lowercase letter identification, identification of numbers, efficiency in reading grade level high frequency words, understanding place value, grammar skills, 3-digit addition with and without regrouping, etc.), students with disabilities and English Learners need additional support in both ELA and Math in acquiring basic skills and concepts. <b>See indicator O4 for more information regarding the school’s intervention plans.</b></li> </ul> </li> </ul>	



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Corrective Action Required

None

Notes:

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





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DATE OF VISIT: 4/5/2018**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

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

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

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

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

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

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



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DATE OF VISIT: 4/5/2018**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

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

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

- Schoolwide Math data (CDE)

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



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DATE OF VISIT: 4/5/2018**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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



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### CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

#### Summary of School Performance

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

*Blue                  Green                  Yellow                  Orange                  Red*

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

The school has achieved the performance level of \_\_\_\_\_ **Yellow**

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

The school has achieved the performance level of \_\_\_\_\_ **Yellow**

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

The school has achieved the performance level of \_\_\_\_\_ **Blue**

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

The school has achieved the performance level of \_\_\_\_\_ **N/A**

*\*this indicator will be available Fall 2018*

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

The school has achieved the performance level of \_\_\_\_\_ **Blue**

**A15: 2.5 Suspension and Expulsion Rates**

The school has achieved the performance level of \_\_\_\_\_ **N/A**





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**HIGH SCHOOLS ONLY:**

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

The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

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

The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

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

The school has achieved the performance level of \_\_\_\_\_ N/A

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

The school has achieved the following status \_\_\_\_\_ N/A

*\*this indicator will be available Fall 2017*

**NOTES:**

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



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O5:</b> The school continues to fully implement the key features of the educational program described in the charter (e.g. STEAM instructional program, character education and social emotional programs, etc.)</p> <p><b>O8:</b> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</p> <ul style="list-style-type: none"> <li>• As evidenced in Binder #3, emails from the Magnolia Public Schools (MPS) office, and discussion with school leadership, MSA 7 has ongoing professional development for staff, on campus and MSP-wide.</li> <li>• As part of the school's <b>Action Plan &amp; School-Wide Goals/Areas of Focus 2017-2018</b>, school leadership shared the following additional professional development for teachers: math professional development by the MPS Math Coordinator and school site teachers; ELD and Special Education professional development from school site teachers and MPS home office staff; and monthly ELD and Special Education grade level meetings.</li> </ul> <p><b>O10:</b> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <ul style="list-style-type: none"> <li>• Per discussion with leadership and a review the school's website, MSA 7 has wide variety of information available, including but not limited to the following: Title IX information in accordance with SB1375 and complaint procedures.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>O4:</b> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <ul style="list-style-type: none"> <li>• Per school leadership and responses to guiding questions, an <b>Action Plan &amp; School-Wide Goals/Areas of Focus 2017-2018</b> was created in response to the 2016-2017 data. Some of the components include the following: <ul style="list-style-type: none"> <li>○ Implementation of school-wide math facts fluency program, X-tra Math</li> <li>○ More targeted and leveled reading interventions during the school hours and outside of the regular school hours (e.g. After School Tutoring Program, Summer School Program, Math Intervention Program, etc.)</li> <li>○ Implementation of more ELD instruction in the classroom using the Wonders Language Arts Curriculum</li> <li>○ Targeted intervention for English Learners who are also students with disabilities</li> <li>○ Developing more effective Culturally Responsive Teaching Program School-wide</li> </ul> </li> </ul> <p><u>Corrective Action Required</u></p> <p>None</p>	



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Notes:

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



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

*The school has a system in place to ensure that:*

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

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3: 1.2)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3: 1.2)</b></li> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3: 1.3)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3: 1.4)</b></li> <li><input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3: 1.6)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3: 1.5 and B3A:4)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3: 1.7 and B3A:4)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> (“ESSA Grid”) <b>(B3A)</b></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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DATE OF VISIT: 4/5/2018**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2***The school has a system in place to ensure that:*

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

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

**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3***The school has:*

- implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards
- obtained WASC accreditation **(high schools only)**
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements **(high schools only)**
- received UC/CSU approval of courses (UC Doorways) **(high schools only)**



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

**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4*****The school:***

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

Rubric	Sources of Evidence





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

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



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DATE OF VISIT: 4/5/2018**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6***The school has a system in place to ensure that the school:*

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

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

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

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

	Rubric	Sources of Evidence



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

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



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

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

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

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

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



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

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

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

\*\*required on website

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



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

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

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

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





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

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

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

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

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



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8014	2014-15					2015-16					2016-17				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Magnolia Science Academy 7</b>															
Cash and Cash Equivalents		557,717	661,793	925,689	924,010		1,158,938	480,118	909,182	914,277		418,153	418,912	830,140	830,140
Current Assets		1,004,000	1,020,407	1,554,258	1,560,122		1,586,116	946,936	1,781,779	1,427,398		1,088,560	1,097,540	1,241,021	1,237,021
Fixed and Other Assets		10,818	16,751	62,858	55,040		50,619	38,801	38,801	42,801		200,208	61,884	31,590	35,589
<b>Total Assets</b>		1,014,818	1,037,158	1,617,116	1,615,162		1,636,735	985,737	1,820,580	1,470,199		1,288,768	1,159,424	1,272,610	1,272,610
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		40,000	190,895	855,092	777,660		687,998	4,150	870,316	522,847		281,541	232,528	254,417	260,280
Long Term Liabilities		0	0	0	0		0	0	11,156	0		0	14,500	0	0
<b>Total Liabilities</b>		40,000	190,895	855,092	777,660		687,998	4,150	881,472	522,847		281,541	247,028	254,417	260,280
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>974,818</b>	<b>846,263</b>	<b>762,024</b>	<b>837,502</b>		<b>948,737</b>	<b>981,587</b>	<b>939,108</b>	<b>947,352</b>		<b>1,007,228</b>	<b>912,396</b>	<b>1,018,193</b>	<b>1,012,330</b>
Total Revenues	3,673,126	3,046,608	2,919,267	2,943,589	2,978,484	3,398,157	3,501,595	3,523,814	3,461,008	3,515,135	3,692,766	3,817,312	3,625,736	3,551,194	3,620,605
Total Expenditures	2,561,869	2,670,302	2,671,516	2,780,077	2,739,495	3,206,602	3,314,881	3,379,728	3,359,402	3,405,285	3,657,044	3,757,437	3,660,692	3,480,352	3,555,627
<b>Net Income / (Loss)</b>	1,111,257	376,306	247,751	163,512	238,989	191,555	186,714	144,086	101,606	109,850	35,722	59,876	(34,956)	70,841	64,978
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	1,111,257	376,306	247,751	163,512	238,989	191,555	186,714	144,086	101,606	109,850	35,722	59,876	(34,956)	70,841	64,978
<b>Net Assets, Beginning</b>	398,695	598,512	598,512	598,512	598,513	846,263	762,023	762,023	762,024	837,502	981,587	939,108	939,108	939,108	947,352
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	75,478	75,478	0	0	8,244	8,244	8,244	0
<b>Net Assets, Beginning, Adjusted</b>	398,695	598,512	598,512	598,512	598,513	846,263	762,023	837,501	837,502	837,502	981,587	947,352	947,352	947,352	947,352
<b>Net Assets, End</b>	<b>1,509,952</b>	<b>974,818</b>	<b>846,263</b>	<b>762,024</b>	<b>837,502</b>	<b>1,037,818</b>	<b>948,737</b>	<b>981,587</b>	<b>939,108</b>	<b>947,352</b>	<b>1,017,309</b>	<b>1,007,228</b>	<b>912,396</b>	<b>1,018,193</b>	<b>1,012,330</b>

8014	Audited Financials					2017-18				
	2013-14	2014-15	2015-16	2016-17	2017-18	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Magnolia Science Academy 7</b>										
Cash and Cash Equivalents	229,263	924,010	914,277	830,140	0		951,941	0	0	0
Current Assets	732,809	1,560,122	1,427,398	1,237,021	0		1,338,710	0	0	0
Fixed and Other Assets	46,751	55,040	42,801	35,589	0		78,421	0	0	0
<b>Total Assets</b>	779,560	1,615,162	1,470,199	1,272,610	0		1,417,131	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	181,047	777,660	522,847	260,280	0		263,151	0	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	181,047	777,660	522,847	260,280	0		263,151	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Net Assets</b>	<b>598,513</b>	<b>837,502</b>	<b>947,352</b>	<b>1,012,330</b>	<b>0</b>		<b>1,153,980</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total Revenues	2,898,548	2,978,484	3,515,135	3,620,605	0	3,503,588	3,527,538	0	0	0
Total Expenditures	2,081,057	2,739,495	3,405,285	3,555,627	0	3,468,344	3,391,751	0	0	0
<b>Net Income / (Loss)</b>	817,491	238,989	109,850	64,978	0	35,244	135,787	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	817,491	238,989	109,850	64,978	0	35,244	135,787	0	0	0
<b>Net Assets, Beginning</b>	(218,978)	598,513	837,502	947,352	0	912,396	1,018,193	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	(218,978)	598,513	837,502	947,352	0	912,396	1,018,193	0	0	0
<b>Net Assets, End</b>	<b>598,513</b>	<b>837,502</b>	<b>947,352</b>	<b>1,012,330</b>	<b>0</b>	<b>947,640</b>	<b>1,153,980</b>	<b>0</b>	<b>0</b>	<b>0</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: **4/5/2018**

FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>	3
<p>Magnolia Science Academy 7's (MSA 7) fiscal condition is strong and has been upward trending since the 2013-2014 fiscal year. According to the 2016-2017 independent audit report, the school had positive net assets of \$1,012,330 and net income of \$64,978. The 2017-2018 First Interim projects positive net assets of \$1,148,117 and net income of \$135,787.</p> <p>According to the 2016-2017 independent audit report, Magnolia Science Academy 7 is one of 10 schools operated by Magnolia Educational &amp; Research Foundation (MERF). MERF currently has five schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$21,478,410 and net income of \$616,950. MERF, without the charter schools, reported negative net assets of <b>(\$766,778)</b> and a net loss of <b>(\$793,576)</b>, which was the result of a negative equity transfer of <b>(\$768,450)</b> to MERF and asset write-offs of <b>(\$348,866)</b> absorbed by MERF in light of the closure of MSA Santa Clara (a non-LAUSD authorized MERF school). MERF's 2016-2017 independent audit report (in Note 17), states: "On July 1, 2016, the Board of MERF voted to close MSA Santa Clara, and to transfer the June 30, 2016 operating deficit of <b>(\$731,580)</b> to MERF. MSA Santa Clara also had an additional loss during 2016-2017 in the amount of <b>(\$36,870)</b> for miscellaneous revenues repaid and expenses directly related to final settlement of MSA Santa Clara for a total deficit of <b>(\$768,450)</b>." MERF's 2016-2017 independent audit report also describes the absorption of MSA Santa Clara's remaining assets and liabilities assumed by MERF resulted as an extraordinary item that led to write-offs of accounts receivable and fixed assets in the amount of <b>(\$348,866)</b>.</p> <p>According to MERF, in 2016-2017, MSA 7 paid annual management fees of \$656,701 to MERF for administrative services, such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	



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DATE OF VISIT: 4/5/2018**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is strong.

	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)
Net Assets	\$598,513	\$837,502	\$947,352	\$1,012,330	\$1,148,117
Net Income/Loss	\$817,491	\$238,989	\$109,850	\$64,978	\$135,787
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

2. March 2015 Settlement Agreement Status

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

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



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

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

### **Areas Noted for Further Growth and/or Improvement:**

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

#### 1. Bank Reconciliation Reports

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

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

Based on the CSD's review of the bank statements and bank reconciliation reports for the months of July 2017 through December 2017, it was noted that the bank reconciliation reports showed no evidence of reviews or approvals by MERF's CFO or designee.



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Further, the preparation and review/approval dates of the bank reconciliation reports were also omitted, hence, the CSD's assessment regarding the school's timely preparation/review of the reports could not be determined. In addition, the CSD noted that FCMAT, per its August 25, 2017 management letter, made a recommendation related to "Bank Statements and Reconciliations," which states: "Include the signatures of the individual who prepared the bank statement reconciliation and the individual who reviewed/approved it, and the respective dates of same, on the reconciliation documents."

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

2. Credit Cards

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

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

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

The CSD will continue to monitor these issues through oversight.

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

Based on the CSD's review of a sample bank statements and supporting documentation, it was noted that two ACH transactions for Ready Refresh, listed below, included late fees in the amount of \$10, pertaining to invoices for the months of February 2017 and March 2017 for MSA 4 and MSA 6. The table below also illustrates the ACH transactions by MERF for recurring automatic payments. However, MERF's Magnolia Public Schools Financial Policies and Procedures Manual makes no reference to ACH and recurring automatic payment processes.





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

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

#### Other Observations:

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

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

Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Email Copied to	Comments
02/16/18	CSD – sent an email requesting written responses from the CFO, due COB 02/23/18.	CFO	Senior Financial Analysts, FOA	
02/27/18	CSD - sent follow-up email with a new deadline of 03/01/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	The CSD sent a reminder for documentation not provided, that was originally due on 02/23/18.



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03/01/18	CSD – sent email requesting a copy of MERF’s 2016-2017 Audited Financial Report, due COB 03/02/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	
03/05/18	CSD - sent email requesting a phone call with the CFO.	CFO, Senior Financial Analyst	Senior Financial Analysts, FOA	The CSD communicated the need for a phone call to clarify additional questions.
03/06/18	CSD – sent email, once again requesting a conference call with the CFO, and reminding MERF of previous request with a due date of COB 03/02/18.	Senior Financial Analyst	CFO, Senior Financial Analyst; EdTec	The CSD communicated a new timeline of 03-07-18 by 12:00 noon.
03/09/18	CSD – sent a follow-up email communicating the need to connect with the CFO to finalize oversight report.	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	On 03/09/18, the CSD received a voice message from the CFO following up on the prior request due on 03-07-18.

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

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

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

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



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



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DATE OF VISIT: 4/5/2018**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2017 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2017 through December 2017. Selected the months of July 2017 through December 2017 for sample testing. Discrepancies were noted for further growth and/or improvement above.
  - a. Citi Bank – 5041 MSA Bell (Checking)
  - b. Citi Bank – 6769 MSA 4 (Checking)
  - c. Citi Bank – 6694 MSA 5 (Checking)
  - d. Citi Bank – 6121 MSA 6 (Checking)
  - e. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from May 2017 through October 2017 for all the credit card accounts below (except for the statements related to the accounts in the name of the former CFO as specified below). Selected the months of January 2017 through October 2017, where applicable, for sample testing. Discrepancies were noted for further growth and/or improvement above.
  - a. American Express, credit card ending in 1003 (Former CFO – MSA 4) - January 2017 through July 2017
  - b. American Express, credit card ending in 1004 (CFO – MSA 4)
  - c. American Express, credit card ending in 1002 (CFO – MSA 5)
  - d. American Express, credit card ending in 1000 (CFO – MSA 6)
  - e. American Express, credit card ending in 1005 (Former CFO – MSA 7) - January 2017 through October 2017
  - f. American Express, credit card ending in 1007 (CFO – MSA 7)
  - g. American Express, credit card ending in 1000 (Former CFO – MSA 8) - January 2017 through May 2017, and August 2017 through October 2017
  - h. American Express, credit card ending in 1006 (CFO – MSA 8)
4. Reviewed the following 39 checks/debit transactions. Discrepancies were noted for further growth and/or improvement above.
  - a. Check numbers: 42338, 62329, 52267, 52273, DB120916, 42357, 82525, 52290, 72610, 82535, 42385, 82554, 82571, 62400, 82585, 52328, DB040317-1, 72722, 52346, 72741, 82630, 42454, 62472, 42467, 72780, 62471, 82663, 72801, 72803, 62496, DB062817, 42499, 52421, 82720, 52445, 42548, 82752, DB111417 and 82755.
5. Per the 2016-2017 audit report, the school's cash and cash equivalents is \$830,140, and total expenditures equal \$3,555,627. Therefore, the school's cash reserve level is 23.3%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. Segregation of Duties (SOD) reviews were conducted at MSA Bell and MSA 6. No discrepancies were noted.
8. MSA 7 did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2017-2018 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.



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12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were **not** provided. See the CSD's recommendation in the "Other Observations" section above.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report and resolution of any audit findings, including material weaknesses, or deficiencies were provided.
17. Evidence of MSA 7 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2017-2018 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2016-2017 audited and unaudited actuals nearly mirror each other.
22. March 2015 Settlement Agreement (further details related to Item 2 in the **Areas of Demonstrated Strength and/or Progress** section above):

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

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

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

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

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



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### **Fiscal Operations Rubrics**

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

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

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





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/5/2018

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/5/2018

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/5/2018**

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/5/2018

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



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT**

### **2017-2018 SCHOOL YEAR**

### **MAGNOLIA SCIENCE ACADEMY 4**

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Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018

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

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





LAUSD CHARTER SCHOOLS DIVISION

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

## CHARTER RENEWAL CRITERIA

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

## REPORT GUIDE

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

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

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

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

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

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

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



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

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



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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

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

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

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

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

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

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

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

	Rubric	Sources of Evidence



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

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

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

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



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DATE OF VISIT: 3/6/2018**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

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





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

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

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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



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

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

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

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

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



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



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

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

Corrective Action Required

None

Notes:

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



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DATE OF VISIT: 3/6/2018**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

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

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

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

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

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

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



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

- Schoolwide ELA data (CDE)

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

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

- Schoolwide Math data (CDE)

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





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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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



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### CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

#### Summary of School Performance

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

*Blue                  Green                  Yellow                  Orange                  Red*

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

The school has achieved the performance level of Orange

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

The school has achieved the performance level of Red

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

The school has achieved the performance level of \_\_\_\_\_ N/A

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

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

*\*this indicator will be available Fall 2018*

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

The school has achieved the performance level of Blue

**A15: 2.5 Suspension and Expulsion Rates**

The school has achieved the performance level of \_\_\_\_\_ N/A



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

**Academic Benchmarks:**

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



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





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



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Notes:

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

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

**The school has a system in place to ensure that:**

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

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

*The school has a system in place to ensure that:*

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

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

- implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards
- obtained WASC accreditation ([high schools only](#))
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements ([high schools only](#))
- received UC/CSU approval of courses (UC Doorways) ([high schools only](#))

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

*The school:*

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

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

**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5***The school has implemented the key features components of the educational program described in the school's charter*

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





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DATE OF VISIT: 3/6/2018**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6***The school has a system in place to ensure that the school:*

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

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

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

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

	Rubric	Sources of Evidence



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

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



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

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

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

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

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



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

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

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

\*\*required on website

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



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

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

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

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



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

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

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

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

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





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018

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

8011 Magnolia Science Academy 4	Audited Financials					2017-18				
	2013-14	2014-15	2015-16	2016-17	2017-18	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	102,651	352,618	494,503	776,350	0		648,571	0	0	0
Current Assets	308,982	519,870	902,173	1,215,177	0		1,102,995	0	0	0
Fixed and Other Assets	5,734	26,333	64,144	53,730	0		106,137	0	0	0
<b>Total Assets</b>	314,716	546,203	966,317	1,268,907	0		1,209,132	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	76,124	79,383	303,827	238,748	0		113,923	0	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	76,124	79,383	303,827	238,748	0		113,923	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Net Assets</b>	238,592	466,820	662,490	1,030,159	0		1,095,210	0	0	0
Total Revenues	1,697,277	2,112,262	2,280,876	2,427,635	0	2,315,274	2,160,715	0	0	0
Total Expenditures	1,418,260	1,884,034	2,085,206	2,059,966	0	2,202,177	2,101,023	0	0	0
<b>Net Income / (Loss)</b>	279,017	228,228	195,670	367,669	0	113,097	59,692	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	279,017	228,228	195,670	367,669	0	113,097	59,692	0	0	0
Net Assets, Beginning	(40,425)	238,592	466,820	662,490	0	903,173	1,035,518	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	(40,425)	238,592	466,820	662,490	0	903,173	1,035,518	0	0	0
<b>Net Assets, End</b>	238,592	466,820	662,490	1,030,159	0	1,016,271	1,095,210	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is strong.

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

2. March 2015 Settlement Agreement Status

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

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



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

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

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

#### **Areas Noted for Further Growth and/or Improvement:**

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

##### 1. Bank Reconciliation Reports

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

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





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

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

## 2. Credit Cards

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

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

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

The CSD will continue to monitor these issues through oversight.

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

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



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SCHOOL NAME: Magnolia Science Academy 4

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DATE OF VISIT: 3/6/2018

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

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

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

#### Other Observations:

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

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

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





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

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

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

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



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Oversight Reports with its governing board, and document said discussion regarding same. This is one of the required fiscal items in the CSD's Annual Performance-Based Oversight Visit Preparation Guide, beginning in 2017-2018.

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

**Corrective Action Required:**

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



LAUSD CHARTER SCHOOLS DIVISION

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

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



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

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

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

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

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

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018**Fiscal Operations Rubrics***Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

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





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

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



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SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2018

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



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



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT**

### **2017-2018 SCHOOL YEAR**

### **MAGNOLIA SCIENCE ACADEMY BELL**

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Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018

<b>Charter School Name:</b>		<b>Magnolia Science Academy BELL (PSC)</b>			<b>Location Code:</b>	<b>5166</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
6411 Orchard Avenue		Bell	90201	323-826-3925	323-826-3926	
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2015 to June 30, 2020			5	South		
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
488		492	6 <sup>th</sup> – 8 <sup>th</sup>		6 <sup>th</sup> – 8 <sup>th</sup>	
<b>Total Number of Staff Members:</b>	37	<b>Certificated:</b>	23	<b>Classified:</b>	14	
<b>Charter School's Leadership Team Members:</b>		Jason Hernandez, Principal; Arturo Prado, Dean of Students; Maria Mendoza, Dean of Academics; Brenda Lopez, Dean of Culture				
<b>Charter School's Contact for Special Education:</b>		Maria Mendoza				
<b>CSD Assigned Administrator:</b>	Yolanda Jordan		<b>CSD Fiscal Services Manager:</b>	Lourdes Echavarria		
<b>Other School/CSD Team Members:</b>	Helena Yoon-Fontamillas					
<b>Oversight Visit Date:</b>	February 6, 2018		<b>Fiscal Review Date (if different):</b>	February 1, 2018		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	PSC		<b>LAUSD Co-Location Campus (if applicable):</b>	Orchard Academies		
			<b>DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:</b>			

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





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2018

## CHARTER RENEWAL CRITERIA

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

## REPORT GUIDE

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

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

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

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

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

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

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



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

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



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

On 11/7/17 the LAUSD BOE voted on non-renewal for MSA 5.

All details are delineated in the Findings of Fact BOE Report #179-17/18.

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



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DATE OF VISIT: 2/6/2018**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

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

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

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

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

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

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

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

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

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

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



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DATE OF VISIT: 2/6/2018**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

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





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DATE OF VISIT: 2/6/2018**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

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

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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



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

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> <li>The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement</li> <li><input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement</li> <li><input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)</li> <li><input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b></li> <li><input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Independent audit report(s)</li> <li><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</li> </ul>

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



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
<b>A1:</b> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17	
<b>A2:</b> The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17	
<b>A3:</b> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median	
<ul style="list-style-type: none"> <li>• MSA Bell’s schoolwide percentage of student who Met and Exceeded Standards on the 2017 SBAC in ELA was 44.96%, compared to the Resident Schools Median at 29.06%.</li> </ul>	
<b>A4:</b> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median	
<ul style="list-style-type: none"> <li>• MSA Bell’s schoolwide percentage of student who Met and Exceeded Standards on the 2017 SBAC in Math was 22.38%, compared to the Resident Schools Median at 22.30%.</li> </ul>	
<b>A5:</b> The school reclassifies English Learners at a rate higher than the District average	
<ul style="list-style-type: none"> <li>• MSA Bell’s reclassification rate was 38.6%, compared to the District average at 16.8%.</li> </ul>	
<b>A6:</b> The school’s percentage of “At Risk” English Learners is at rate lower than the District average	
<ul style="list-style-type: none"> <li>• MSA Bell’s rate was 0.3%, compared to the District average of 5.9%</li> </ul>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<b>A7:</b> The school’s percentage of LTELs is at a rate higher than the District average	
<ul style="list-style-type: none"> <li>• MSA Bell’s rate is 14.1%, compared to the District average at 8.3%</li> <li>• Per school leadership, in an effort to reduce the LTEL rate, the school has taken the following steps: identify students via the Student Information System (SIS); utilize ELD portfolios (each teacher has access in order to provide the necessary accommodations to ensure appropriate supports are given to enhance language fluency); students are assigned an ELD course for at least 5 hours per week; students within the level 4 and 4 per CELDT receive pull-out services on an as needed basis to ensure progress is being made; EL students are groups within the courses that received additional supports, either with the teacher assistant or the special education teacher (as many of the EL also receive special education services); and Dr. Patricia Lyons is tasked with supporting EL student population</li> </ul>	
<u>Corrective Action Required</u>	
None	



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Notes:

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



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DATE OF VISIT: 2/6/2018**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

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

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

**A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

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

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



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DATE OF VISIT: 2/6/2018**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

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

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

- Schoolwide Math data (CDE)

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





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DATE OF VISIT: 2/6/2018**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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



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### CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

#### Summary of School Performance

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

*Blue                  Green                  Yellow                  Orange                  Red*

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

The school has achieved the performance level of Yellow

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

The school has achieved the performance level of Orange

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

The school has achieved the performance level of Blue

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

The school has achieved the performance level of N/A

*\*this indicator will be available Fall 2018*

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

The school has achieved the performance level of Blue

**A15: 2.5 Suspension and Expulsion Rates**

The school has achieved the performance level of N/A



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The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

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

The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

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

The school has achieved the performance level of \_\_\_\_\_ N/A

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

The school has achieved the following status \_\_\_\_\_ N/A

*\*this indicator will be available Fall 2017***NOTES:****Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):**



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O4:</b> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <ul style="list-style-type: none"> <li>• Per responses to guiding questions and discussion with school leadership, MSA Bell continues to monitor the instructional program to inform next steps to improve academic achievement for all students. The added a new program this year: <b>MyOn</b>. MyOn is a reading comprehension program that has been adapted and implemented to assist in the development of reading comprehension.</li> </ul> <p><b>O6:</b> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <ul style="list-style-type: none"> <li>• At the time of the visit, per the 200 report on Welligent (timely completion of IEPs), all IEPs were being completed on time.</li> <li>• At the time of the visit, per the 300 report on Welligent (service tracking), out of 74 records, 4 of the records were beyond Tier 2. However, MSA Bell staff was able to give a reasonable explanation as to why these services were not on target and gave a plan to ensure services will be implemented 100% of the time.</li> </ul> <p><b>O8:</b> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</p> <ul style="list-style-type: none"> <li>• Per responses to guiding questions and discussion with leadership, MSA Bell leadership shared the following: <ul style="list-style-type: none"> <li>○ On a weekly basis, staff members meet specifically to dedicate topics of discussion. First meeting of the month is dedicated to the book club reading, "Growth Mindset Coach," by Annie Brock. This is a month-by-month reading dedicated to support growth mindset as a professional and support the mindset of students. Second Wednesday is dedicated to supporting the following students: students with disabilities, English learners, foster youth, and homeless. Training is based on need. Professional Learning Communities (PLC) meet on the 3<sup>rd</sup> Wednesday of the month. 4<sup>th</sup> Wednesday is dedicated to department team meetings. Meetings involved looking at data and creating team strategies to increased academic achievement specific to grade levels and to help provide support and curriculum fluency within each subject matter.</li> </ul> </li> </ul> <p><b>O10:</b> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <ul style="list-style-type: none"> <li>• Per discussion with leadership and a review the school's website, MSA Bell has wide variety of information available, including but not limited to the following: Title IX information in accordance with SB1375, complaint procedures, and Suicide Prevention Policy.</li> </ul>	





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Areas Noted for Further Growth and/or Improvement

Corrective Action Required

None

Notes:

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



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

*The school has a system in place to ensure that:*

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

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



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DATE OF VISIT: 2/6/2018**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2***The school has a system in place to ensure that:*

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

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

**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3***The school has:*

- implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards
- obtained WASC accreditation **(high schools only)**
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements **(high schools only)**
- received UC/CSU approval of courses (UC Doorways) **(high schools only)**



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

**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4*****The school:***

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

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

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



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

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

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

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

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

	Rubric	Sources of Evidence





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

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



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

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

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

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

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



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

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

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

\*\*required on website

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



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

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

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

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



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DATE OF VISIT: 2/6/2018**O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12**

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

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018

5166 Magnolia Science Academy Bell BELL (PSC)	2014-15					2015-16					2016-17				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		2,976,603	2,634,277	2,421,557	2,421,557		2,342,008	1,444,125	2,027,680	2,029,820		1,144,147	985,990	925,839	925,839
Current Assets		3,219,260	3,083,285	3,000,601	2,992,891		3,016,911	3,027,112	3,108,339	3,134,582		3,008,552	2,971,596	3,404,463	3,404,463
Fixed and Other Assets		15,585	22,287	22,286	21,982		14,752	144,935	140,696	140,696		139,823	139,822	183,684	183,684
<b>Total Assets</b>		3,234,845	3,105,572	3,022,887	3,014,873		3,031,663	3,172,047	3,249,035	3,275,278		3,148,375	3,111,418	3,588,147	3,588,147
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		14,000	75,860	126,420	138,208		103,523	109,938	168,219	271,103		170,501	5,721	255,076	221,748
Long Term Liabilities		0	0	0	0		0	0	19,469	0		0	24,000	0	0
<b>Total Liabilities</b>		14,000	75,860	126,420	138,208		103,523	109,938	187,688	271,103		170,501	29,721	255,076	221,748
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>3,220,845</b>	<b>3,029,712</b>	<b>2,896,467</b>	<b>2,876,665</b>		<b>2,928,140</b>	<b>3,062,109</b>	<b>3,061,347</b>	<b>3,004,175</b>		<b>2,977,874</b>	<b>3,081,697</b>	<b>3,333,071</b>	<b>3,366,399</b>
Total Revenues	4,839,361	4,501,534	4,535,443	4,536,057	4,608,156	4,865,998	5,260,421	5,329,916	5,435,676	5,547,825	5,343,651	5,449,113	5,561,847	5,543,087	5,693,611
Total Expenditures	4,444,217	4,147,165	4,393,189	4,527,048	4,618,949	4,801,391	5,228,748	5,144,472	5,250,994	5,420,315	5,207,010	5,475,413	5,450,998	5,180,863	5,331,387
<b>Net Income / (Loss)</b>	395,144	354,369	142,254	9,009	(10,793)	64,607	31,673	185,444	184,682	127,510	136,641	(26,301)	110,850	362,224	362,224
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	395,144	354,369	142,254	9,009	(10,793)	64,607	31,673	185,444	184,682	127,510	136,641	(26,301)	110,850	362,224	362,224
<b>Net Assets, Beginning</b>	2,633,327	2,866,476	2,866,476	2,866,476	2,887,458	3,029,712	2,896,467	2,896,466	2,896,467	2,876,665	3,062,109	3,061,347	3,061,347	3,061,347	3,004,175
Adj. for restatement / Prior Yr Adj	0	0	20,982	20,982	0	0	0	(19,801)	(19,802)	0	0	(57,172)	(90,500)	(90,500)	0
<b>Net Assets, Beginning, Adjusted</b>	2,633,327	2,866,476	2,887,458	2,887,458	2,887,458	3,029,712	2,896,467	2,876,665	2,876,665	2,876,665	3,062,109	3,004,175	2,970,847	2,970,847	3,004,175
<b>Net Assets, End</b>	<b>3,028,471</b>	<b>3,220,845</b>	<b>3,029,712</b>	<b>2,896,467</b>	<b>2,876,665</b>	<b>3,094,319</b>	<b>2,928,140</b>	<b>3,062,109</b>	<b>3,061,347</b>	<b>3,004,175</b>	<b>3,198,750</b>	<b>2,977,874</b>	<b>3,081,697</b>	<b>3,333,071</b>	<b>3,366,399</b>

5166 Magnolia Science Academy Bell BELL (PSC)	Audited Financials					2017-18				
	2013-14	2014-15	2015-16	2016-17	2017-18	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,439,272	2,421,557	2,029,820	925,839	0		1,322,185	0	0	0
Current Assets	3,026,294	2,992,891	3,134,582	3,404,463	0		3,329,626	0	0	0
Fixed and Other Assets	21,200	21,982	140,696	183,684	0		174,987	0	0	0
<b>Total Assets</b>	3,047,494	3,014,873	3,275,278	3,588,147	0		3,504,612	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	160,036	138,208	271,103	221,748	0		36,414	0	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	160,036	138,208	271,103	221,748	0		36,414	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Net Assets</b>	<b>2,887,458</b>	<b>2,876,665</b>	<b>3,004,175</b>	<b>3,366,399</b>	0		3,468,198	0	0	0
Total Revenues	4,149,416	4,608,156	5,547,825	5,693,611	0	5,505,819	5,602,352	0	0	0
Total Expenditures	3,273,674	4,618,949	5,420,315	5,331,387	0	5,392,319	5,467,225	0	0	0
<b>Net Income / (Loss)</b>	875,742	(10,793)	127,510	362,224	0	113,500	135,127	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	875,742	(10,793)	127,510	362,224	0	113,500	135,127	0	0	0
<b>Net Assets, Beginning</b>	2,011,716	2,887,458	2,876,665	3,004,175	0	3,081,697	3,333,071	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	2,011,716	2,887,458	2,876,665	3,004,175	0	3,081,697	3,333,071	0	0	0
<b>Net Assets, End</b>	<b>2,887,458</b>	<b>2,876,665</b>	<b>3,004,175</b>	<b>3,366,399</b>	0	<b>3,195,197</b>	<b>3,468,198</b>	0	0	0





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2018

FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>	3
<p>Magnolia Science Academy Bell's (MSA Bell) fiscal condition is strong and has been upward trending since the 2014-2015 fiscal year. According to the 2016-2017 independent audit report, the school had positive net assets of \$3,366,399 and net income of \$362,224. The 2017-2018 First Interim projects positive net assets of \$3,501,526 and net income of \$135,127.</p> <p>According to the 2016-2017 independent audit report, Magnolia Science Academy Bell is one of 10 schools operated by Magnolia Educational &amp; Research Foundation (MERF). MERF currently has five schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$21,478,410 and net income of \$616,950. MERF, without the charter schools, reported negative net assets of (\$766,778) and a net loss of (\$793,576), which was the result of a negative equity transfer of (\$768,450) to MERF and asset write-offs of (\$348,866) absorbed by MERF in light of the closure of MSA Santa Clara (a non-LAUSD authorized MERF school). MERF's 2016-2017 independent audit report (in Note 17), states: "On July 1, 2016, the Board of MERF voted to close MSA Santa Clara, and to transfer the June 30, 2016 operating deficit of (\$731,580) to MERF. MSA Santa Clara also had an additional loss during 2016-2017 in the amount of (\$36,870) for miscellaneous revenues repaid and expenses directly related to final settlement of MSA Santa Clara for a total deficit of (\$768,450)." MERF's 2016-2017 independent audit report also describes the absorption of MSA Santa Clara's remaining assets and liabilities assumed by MERF resulted as an extraordinary item that led to write-offs of accounts receivable and fixed assets in the amount of (\$348,866).</p> <p>According to MERF, in 2016-2017, MSA Bell paid annual management fees of \$1,052,849 to MERF for administrative services, such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is strong.

	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)
Net Assets	\$2,887,458	\$2,876,665	\$3,004,175	\$3,366,399	\$3,501,526
Net Income/Loss	\$875,742	(\$10,793)	\$127,510	\$362,224	\$135,127
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

2. March 2015 Settlement Agreement Status

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2018

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

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

#### **Areas Noted for Further Growth and/or Improvement:**

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

##### 1. Bank Reconciliation Reports

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

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

Based on the CSD's review of the bank statements and bank reconciliation reports for the months of July 2017 through December 2017, it was noted that the bank reconciliation reports showed no evidence of reviews or approvals by MERF's CFO or designee.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2018

Further, the preparation and review/approval dates of the bank reconciliation reports were also omitted, hence, the CSD's assessment regarding the school's timely preparation/review of the reports could not be determined. In addition, the CSD noted that FCMAT, per its August 25, 2017 management letter, made a recommendation related to "Bank Statements and Reconciliations," which states: "Include the signatures of the individual who prepared the bank statement reconciliation and the individual who reviewed/approved it, and the respective dates of same, on the reconciliation documents."

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

## 2. Credit Cards

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

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

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

The CSD will continue to monitor these issues through oversight.

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

Based on the CSD's review of a sample bank statements and supporting documentation, it was noted that two ACH transactions for Ready Refresh, listed below, included late fees in the amount of \$10, pertaining to invoices for the months of February 2017 and March 2017 for MSA 4 and MSA 6. The table below also illustrates the ACH transactions by MERF for recurring automatic payments. However, MERF's Magnolia Public Schools Financial Policies and Procedures Manual makes no reference to ACH and recurring automatic payment processes.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018

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

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

**Other Observations:**

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

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

Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Email Copied to	Comments
02/16/18	CSD – sent an email requesting written responses from the CFO, due COB 02/23/18.	CFO	Senior Financial Analysts, FOA	
02/27/18	CSD - sent follow-up email with a new deadline of 03/01/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	The CSD sent a reminder for documentation not provided, that was originally due on 02/23/18.
03/01/18	CSD – sent email requesting a copy of MERF's 2016-2017 Audited Financial Report, due COB 03/02/18	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2018

03/05/18	CSD - sent email requesting a phone call with the CFO.	CFO, Senior Financial Analyst	Senior Financial Analysts, FOA	The CSD communicated the need for a phone call to clarify additional questions.
03/06/18	CSD – sent email, once again requesting a conference call with the CFO, and reminding MERF of previous request with a due date of COB 03/02/18.	Senior Financial Analyst	CFO, Senior Financial Analyst; EdTec	The CSD communicated a new timeline of 03-07-18 by 12:00 noon.
03/09/18	CSD – sent a follow-up email communicating the need to connect with the CFO to finalize oversight report.	Senior Financial Analyst	CFO, Senior Financial Analyst, FOA	On 03/09/18, the CSD received a voice message from the CFO following up on the prior request due on 03-07-18.

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

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

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

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





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2018**Corrective Action Required:**

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2018**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2017 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2017 through December 2017. Selected the months of July 2017 through December 2017 for sample testing. Discrepancies were noted for further growth and/or improvement above.
  - a. Citi Bank – 5041 MSA Bell (Checking)
  - b. Citi Bank – 6769 MSA 4 (Checking)
  - c. Citi Bank – 6694 MSA 5 (Checking)
  - d. Citi Bank – 6121 MSA 6 (Checking)
  - e. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from May 2017 through October 2017 for all the credit card accounts below (except for the statements related to the accounts in the name of the former CFO as specified below). Selected the months of January 2017 through October 2017, where applicable, for sample testing. Discrepancies were noted for further growth and/or improvement above.
  - a. American Express, credit card ending in 1003 (Former CFO – MSA 4) - January 2017 through July 2017
  - b. American Express, credit card ending in 1004 (CFO – MSA 4)
  - c. American Express, credit card ending in 1002 (CFO – MSA 5)
  - d. American Express, credit card ending in 1000 (CFO – MSA 6)
  - e. American Express, credit card ending in 1005 (Former CFO – MSA 7) - January 2017 through October 2017
  - f. American Express, credit card ending in 1007 (CFO – MSA 7)
  - g. American Express, credit card ending in 1000 (Former CFO – MSA 8) - January 2017 through May 2017, and August 2017 through October 2017
  - h. American Express, credit card ending in 1006 (CFO – MSA 8)
4. Reviewed the following 39 checks/debit transactions. Discrepancies were noted for further growth and/or improvement above.
  - a. Check numbers: 42338, 62329, 52267, 52273, DB120916, 42357, 82525, 52290, 72610, 82535, 42385, 82554, 82571, 62400, 82585, 52328, DB040317-1, 72722, 52346, 72741, 82630, 42454, 62472, 42467, 72780, 62471, 82663, 72801, 72803, 62496, DB062817, 42499, 52421, 82720, 52445, 42548, 82752, DB111417 and 82755.
5. Per the 2016-2017 audit report, the school's cash and cash equivalents is \$925,839, and total expenditures equal \$5,331,387. Therefore, the school's cash reserve level is 17.4%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. Segregation of Duties (SOD) reviews were conducted at MSA Bell and MSA 6. No discrepancies were noted.
8. MSA Bell did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2017-2018 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.



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

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

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

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

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LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 2/6/2018**Fiscal Operations Rubrics***Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

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





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2018

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



LAUSD CHARTER SCHOOLS DIVISION

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*A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.*

*A new school would be assessed as Unsatisfactory based on the statements below:*

**New Schools:**

**New Schools:**

**REQUIRED CRITERIA**

1. A new school is one that does not have an independent audit on file with the Charter Schools Division.
2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.
3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.
4. Interim reports and unaudited actuals project:
  - a. Positive net assets
  - b. Expenses less than revenues
  - c. Projected expenses and revenues have no significant variance from budget
5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.
6. The LCAP is submitted to the appropriate agencies.
7. The EPA allocation and expenditures are posted on the charter school's website, if applicable.

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

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

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

**MPS Responses:****Areas Noted for Further Growth and/or Improvement:**

1. Bank Reconciliation Reports Page 1 of the CSH107 Bank Account Reconciliations provides guidance concerning bank account reconciliations. The policy reads: “Responsibilities: Chief Financial Officer [CFO] or designee is responsible for review and approval of all reconciliations.” “Bank Statement Preparation: After receipt of the monthly bank statement and/or online printing of the monthly bank statement, Back-office accountant should prepare the monthly bank reconciliation by the 20th of the following month.” Based on the CSD’s review of the bank statements and bank reconciliation reports for the months of July 2017 through December 2017, it was noted that the bank reconciliation reports showed no evidence of reviews or approvals by MERF’s CFO or designee.

Further, the preparation and review/approval dates of the bank reconciliation reports were also omitted, hence, the CSD’s assessment regarding the school’s timely preparation/review of the reports could not be determined. In addition, the CSD noted that FCMAT, per its August 25, 2017 management letter, made a recommendation related to “Bank Statements and Reconciliations,” which states: “Include the signatures of the individual who prepared the bank statement reconciliation and the individual who reviewed/approved it, and the respective dates of same, on the reconciliation documents.” As a result of the above observation, MERF’s CFO advised the CSD that MERF’s Senior Financial Analyst reviews the monthly bank reconciliation reports via email. Further, effective immediately and moving forward, MERF declared that it would implement a means of documenting the signatures of the bank reconciliation report reviewers and the report review dates.

**Per our fiscal policy, Chief Financial Officer or designee is responsible for review and approval of all reconciliations. Senior Financial Analyst used to review the monthly bank rec via email. As previously discussed, As of January 2018, bank recs will be reviewed, signed and dated by Senior Financial Analyst.**

2. Credit Cards Page 2 of the CSH111 CREDIT CARDS AND DEBIT CARDS section states: “It is the policy of the Organization to provide credit cards to authorized members of the Organization staff in the performance of their duties and responsibilities.” Based on the CSD’s review of a sample credit card statements and supporting documentation, the CSD noted that the credit card accounts for three of the five LAUSD-authorized Magnolia charter schools (i.e., MSA 4, 7 and 8), were all assigned to the former MERF CFO (who left the organization in November 2016). However, these accounts remained active until February 5, 2018. The CSD also noted that some of the aforementioned former MERF CFO’s credit card accounts continued to incur charges and/or delinquent fees. In addition, the former MERF CFO’s credit card account with MSA 8 incurred fraudulent charges in August 2017. MERF confirmed that refunds of all fraudulent charges had been received by MERF as of the date of this report, and, as of February 5, 2018, all credit card accounts under the former CFO’s name had officially been closed. The CSD recommends that the school and MERF ensure that all credit card transactions are monitored and

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

MPS had several Credit Disputes that were being investigated with the older credit card under OD name; including large refund balances from payments that were not applied correctly . As the items were reconciled and refund checks were issued the credit card under OD accounts are closed. These accounts remained active until February 5, 2018 because there were fraudulent activities charges and finally we disputed in April. As of June 2018, the account is closed. Also, Amex representatives informed us: “We are told that we cannot move the names off the statements because of auditing purposes”.

3. Automated Clearing House (ACH)/Recurring Automatic Payments Based on the CSD’s review of a sample bank statements and supporting documentation, it was noted that two ACH transactions for Ready Refresh, listed below, included late fees in the amount of \$10, pertaining to invoices for the months of February 2017 and March 2017 for MSA 4 and MSA 6. The table below also illustrates the ACH transactions by MERF for recurring automatic payments. However, MERF’s Magnolia Public Schools Financial Policies and Procedures Manual makes no reference to ACH and recurring automatic payment processes.

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

We follow the MPS policy PUR104 for all payments including ACH:

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.

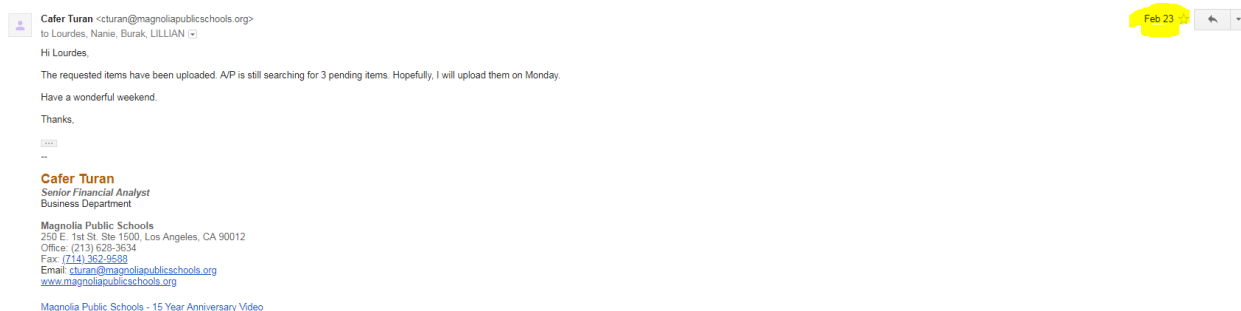
The Chief Executive Officer is responsible for reviewing and approving payments over \$10,000 in accordance with the board approved budget, as well as up to \$10,000 for non-budgeted items.

Back-office provider is responsible for payment of invoices in a timely manner.

#### **Other Observations:**

During the 2017-2018 fiscal oversight process, the CSD noted instances whereby MERF did not respond or provide documentation/info to the CSD's requests within the CSD's stated deadlines. Education Code section 47604.3 requires that charters "promptly respond to a inquiries, including, but not limited to, inquiries regarding financial records, from its chartering authority." Failure to timely respond to requests or inquiries constitutes a violation of the terms of the charter with LAUSD, as well as applicable state law and, in this instance school's 2018-2019 fiscal rating. The CSD communicated with MERF's CFO (initially via telephone, and again, via email, on 3/14/2018), regarding MERF's need to im timeliness of its responses to the CSD. MERF's CFO indicated that she and the MERF team would work on meeting the CSD's deadli timeliness would not continue to be an issue. The CSD will continue to monitor this issue through oversight.

**We followed the deadlines for almost all items. Any pending items is communicated and emailed to LAUSD staff. Please see the below as an example:**



**We can provide more email exchanges with LAUSD Staff, If needed.**

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

**MPS policy requires itemized receipts to process payment requests. When not available, a written explanation, from the immediate supervisor, on why the requirement was not complied with is attached to the disbursement request.**



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

FY17-18 oversight reports were presented to the Board May 24, 2018. The Board minutes were provided to LAUSD staff on June 26, 2018.



## LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
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MICHELLE KING, Ed.D.  
*Superintendent of Schools*

FRANCES GIPSON, Ph.D.  
*Chief Academic Officer*  
*Division of Instruction*

JOSÉ COLE-GUTIÉRREZ  
*Director, Charter Schools Division*

January 9, 2018

Dr. Caprice Young, Lead Petitioner  
Magnolia Science Academy 4  
11330 W Graham Place  
Los Angeles, CA 90064

**Sent By Email and U.S. Mail**

Dear Dr. Caprice Young:

Congratulations! On November 7, 2017, the Los Angeles Unified School District (LAUSD) Board of Education voted to renew with benchmarks the Magnolia Science Academy 4 charter for 5 years, beginning July 1, 2018, until June 30, 2023, to serve 240 students in grades 6-12 in year 1 and up to 360 students in grades 6-12 by the end of the charter term.

We, the LAUSD Charter Schools Division, look forward to continuing to work with you throughout the term of the charter. As your assigned administrator from our office, I will continue to keep in close contact with you in order to perform our state-mandated oversight duties. If this assignment should change, we will notify you of the change and provide contact information for your new administrator.

Please keep in mind, Magnolia Science Academy 4 must meet the following academic and fiscal benchmarks during the 2018-2023 charter term as described below:

### ***ACADEMIC BENCHMARKS***

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

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

**FISCAL BENCHMARK**

1. The school shall provide the Charter Schools Division (CSD) the complete, executed service contract signed between Magnolia Educational & Research Foundation (MERF) and School Services of California's (SSCal), as approved by MERF's governing board on May 20, 2017, no later than November 30, 2017. This contract shall reflect SSCal's scope of work for the six-month period spanning from January 2017 through June 2017.
2. MERF shall continue to apprise the CSD of SSCal's findings and recommendations pertaining to its reviews of Magnolia schools' May and June 2017 transactions. MERF will provide the CSD with SSCal's review status in writing on a monthly basis, beginning December 1, 2017, until SSCal completes its six-month reviews.
3. MERF will provide the CSD with SSCal's management letters and MERF's action items in response to SSCal's findings, if any, within 30 days from the date of the management letter issued by SSCal. SSCal's final management letter, along with MERF's response and action items, shall be provided to the Charter Schools Division no later than December 1, 2018.
4. Upon the CSD's review of SSCal's first six (6) months of oversight when completed, the District will determine if it is necessary to extend SSCal's oversight period, pursuant to the February 8, 2017 letter issued by LAUSD legal counsel to MERF, which states, "MERF must remain subject to fiscal oversight by FCMAT or an equivalent entity for six (6) consecutive months in 2017, to commence as soon as possible, with an option, at the District's request and sole discretion, to extend the oversight depending on the results of the first six (6) months of oversight." MERF may *not* terminate or cease SSCal's work without the CSD's or District's prior consent in writing.
5. MERF will continue to take steps to remediate its fiscal practices and demonstrate improvement in its fiscal management and operations, based on the recommendations made by the Fiscal Crisis & Management Assistance Team and SSCal, through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023.
6. MERF must provide an annual update to the Charter Schools Division starting by December 15 of each year through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023, as to its progress in improving the school's fiscal management and operations as mentioned in the fiscal benchmark 5 above.

Please communicate with us by February 6, 2018 the name of the person who will be responsible for monitoring and following up on the benchmarks during the term of the charter.

Again, we congratulate your accomplishment and offer our best wishes as you continue to serve the students at your school and move forward the work of providing an excellent educational opportunity for all students.

Sincerely,

*Yolanda Jordan*

Yolanda Jordan  
Specialist

Attachment: Stamped Board of Education Order of Business

c: Dr. Robert Perry, Administrative Coordinator  
James Robinson, Fiscal Administrator  
René Cardona, Senior Coordinator  
Lillian Lee, Fiscal Oversight Administrator  
Lourdes Echevarria, Fiscal Services Manager  
Saken Sherkhanov, Ph.D., Magnolia Public Schools Board President

# Cover Sheet

## Financial Update- May 2018

**Section:** IV. Discussion Items  
**Item:** B. Financial Update- May 2018  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** IV B May' 18 Financial Presentation.pdf



Business and Development Specialists  
for Charter Schools

## MEMORANDUM

TO: Alfredo Rubalcava, CEO, Magnolia Public Schools  
FROM: EdTec  
SUBJECT: May 2018 Financial Presentation  
DATE: 06/25/2018

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## SUMMARY OF RESULTS – 2<sup>ND</sup> interim Board Approved Budget vs. Current Forecast

	YTD	Budget					Current Forecast Remaining
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs. Current Forecast	Adopted Budget vs. Current Forecast	
	Actual YTD						
<b>SUMMARY</b>							
<b>Revenue</b>							
LCFF Entitlement	30,514,295	38,117,866	36,450,839	36,330,449	(120,390)	(1,787,417)	5,816,154
Federal Revenue	2,433,792	4,008,196	4,259,324	4,312,464	53,140	304,268	1,878,673
Other State Revenues	5,369,199	4,320,287	6,699,536	6,960,592	261,056	2,640,305	1,591,393
Local Revenues	6,108,760	6,843,121	7,019,546	7,059,563	40,017	216,442	950,804
Fundraising and Grants	368,027	218,766	370,083	410,846	40,762	192,080	42,819
<b>Total Revenue</b>	<b>44,794,072</b>	<b>53,508,235</b>	<b>54,799,329</b>	<b>55,073,914</b>	<b>274,585</b>	<b>1,565,679</b>	<b>10,279,842</b>
<b>Expenses</b>							
Compensation and Benefits	24,252,162	27,669,640	27,446,330	27,405,665	40,664	263,975	3,153,503
Books and Supplies	2,214,303	3,378,007	5,211,532	3,389,642	1,821,890	(11,635)	1,175,339
Services and Other Operating Expenditures	15,029,576	19,443,993	19,393,627	19,473,529	(79,902)	(29,536)	4,443,953
Depreciation	622,014	957,438	964,695	979,688	(14,993)	(22,251)	357,675
Other Outflows	565,962	173,107	173,107	399,641	(226,533)	(226,533)	(166,321)
<b>Total Expenses</b>	<b>42,684,015</b>	<b>51,622,185</b>	<b>53,189,291</b>	<b>51,648,165</b>	<b>1,541,126</b>	<b>(25,981)</b>	<b>8,964,150</b>
<b>Operating Income</b>	<b>2,110,057</b>	<b>1,886,051</b>	<b>1,610,038</b>	<b>3,425,749</b>	<b>1,815,711</b>	<b>1,539,698</b>	<b>1,315,692</b>

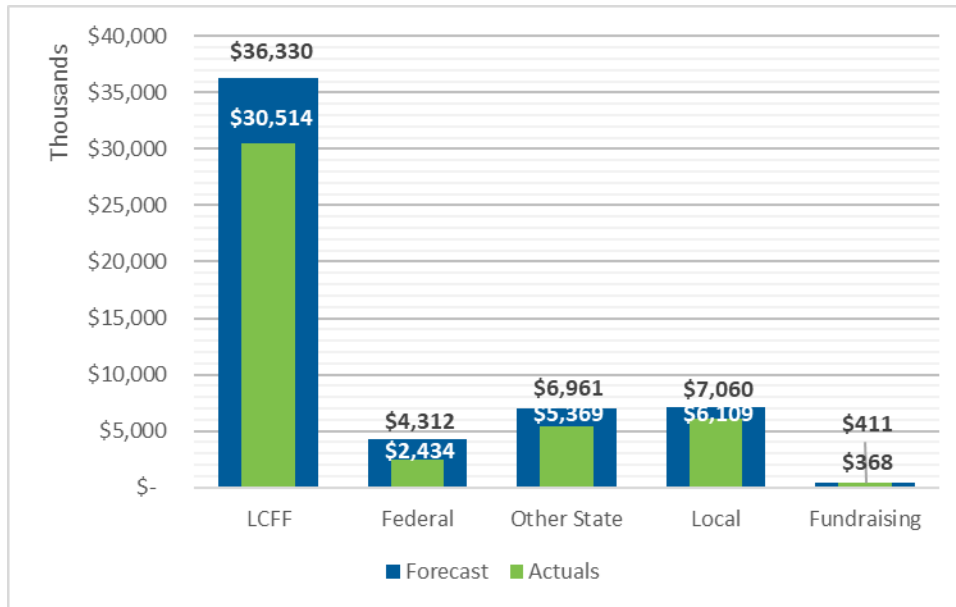
Consolidated Net Income is forecasted for the year at **\$3,425,749**; This is an increase of \$1.8M from 2<sup>nd</sup> interim approved budget and a decrease of **-\$179,872** from April Forecast.

Primary drivers of the change from April to May are:

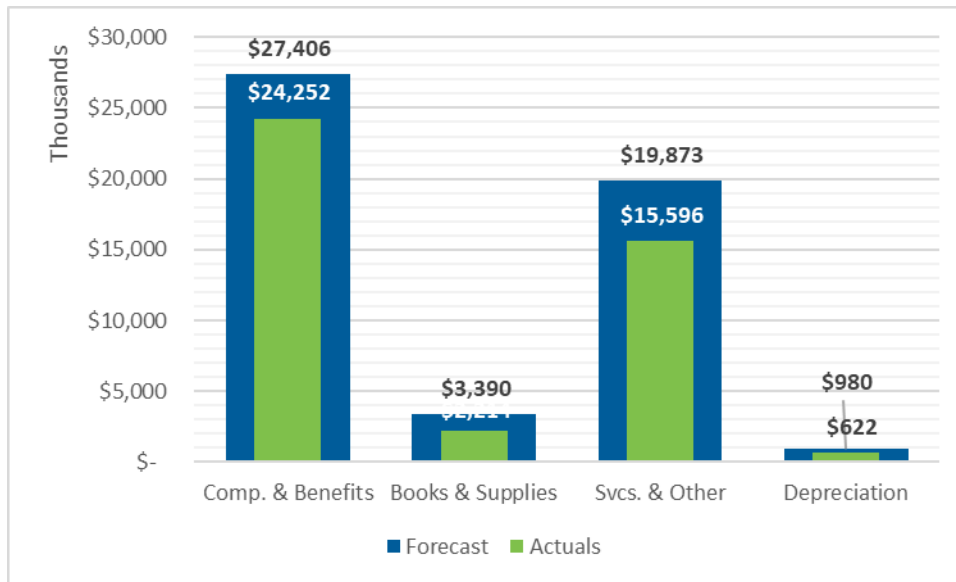
- Local Revenues and Fundraising and Grants increased to actuals (+\$24K)
- Trued up salaries/position per latest information, primarily on MSA-SA (-\$128K)
- Increased contracted substitute pay per actuals (-\$37k)

	Year 1 2017-18											
	May Forecast											
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	Total
<b>SUMMARY</b>												
<b>Revenue</b>												
LCFF Entitlement	5,511,579	4,480,488	4,465,612	1,716,446	1,930,914	1,451,424	2,572,334	4,545,675	6,705,513	2,950,464	-	36,330,449
Federal Revenue	1,184,438	530,459	499,769	241,824	247,385	179,533	263,088	342,766	680,931	134,192	8,082	4,312,464
Other State Revenues	1,363,612	680,764	785,415	374,896	421,755	296,206	827,717	841,820	693,881	674,527	-	6,960,592
Local Revenues	76,325	40,006	58,266	28,058	155,940	9,965	54,318	47,617	62,681	76,164	6,450,222	7,059,563
Fundraising and Grants	58,185	30,051	27,058	10,368	2,017	16,771	20,205	25,787	52,479	33,051	134,875	410,846
<b>Total Revenue</b>	<b>8,194,139</b>	<b>5,761,767</b>	<b>5,836,121</b>	<b>2,371,593</b>	<b>2,758,010</b>	<b>1,953,899</b>	<b>3,737,660</b>	<b>5,803,665</b>	<b>8,195,484</b>	<b>3,868,397</b>	<b>6,593,179</b>	<b>55,073,914</b>
<b>Expenses</b>												
Compensation and Benefits	3,559,306	3,097,362	2,844,938	1,110,255	1,441,167	1,161,242	1,675,843	2,756,940	4,615,074	2,160,423	2,983,114	27,405,665
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	518,325	1,483,682	2,209,125	2,100,689	1,539,069	3,023,658	19,473,529
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
<b>Total Expenses</b>	<b>7,167,154</b>	<b>5,514,654</b>	<b>5,401,240</b>	<b>2,141,504</b>	<b>2,454,125</b>	<b>1,834,689</b>	<b>3,390,597</b>	<b>5,473,169</b>	<b>8,340,722</b>	<b>3,856,345</b>	<b>6,073,966</b>	<b>51,648,165</b>
<b>Operating Income</b>	<b>1,026,984</b>	<b>247,113</b>	<b>434,880</b>	<b>230,089</b>	<b>303,885</b>	<b>119,211</b>	<b>347,063</b>	<b>330,496</b>	<b>(145,238)</b>	<b>12,053</b>	<b>519,212</b>	<b>3,425,749</b>
<b>Fund Balance</b>												
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	230,089	303,885	119,211	347,063	330,496	(145,238)	12,053	519,212	3,425,749
<b>Ending Fund Balance</b>	<b>4,413,260</b>	<b>1,144,199</b>	<b>1,066,841</b>	<b>1,260,248</b>	<b>1,679,442</b>	<b>1,378,132</b>	<b>1,359,393</b>	<b>3,696,895</b>	<b>7,731,774</b>	<b>1,260,739</b>	<b>(247,566)</b>	<b>24,743,357</b>
<b>Total Revenue Per ADA</b>	<b>15,672</b>	<b>13,069</b>	<b>13,219</b>	<b>14,128</b>	<b>13,953</b>	<b>12,596</b>	<b>13,604</b>	<b>12,273</b>	<b>11,730</b>	<b>9,971</b>		<b>14,647</b>
<b>Total Expenses Per ADA</b>	<b>13,708</b>	<b>12,508</b>	<b>12,234</b>	<b>12,757</b>	<b>12,416</b>	<b>11,828</b>	<b>12,341</b>	<b>11,574</b>	<b>11,938</b>	<b>9,940</b>		<b>13,736</b>
<b>Operating Income Per ADA</b>	<b>1,964</b>	<b>560</b>	<b>985</b>	<b>1,371</b>	<b>1,537</b>	<b>769</b>	<b>1,263</b>	<b>699</b>	<b>(208)</b>	<b>31</b>		<b>911</b>

**FORECAST VS. ACTUALS – REVENUES (May18) – 81% received to date**



**FORECAST VS. ACTUALS – EXPENSES (May18) – 83% spent to date**



### Net Assets Available for Operations – Estimated:

**Magnolia Public Schools**  
 Net Operating Reserves - Forecasted  
 6/30/2018

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	TOTAL	
Net Assets - after AJEs 6/30/17	(766,778)	3,386,275	897,086	631,961	1,030,159	1,375,557	1,258,921	1,012,330	3,366,399	7,877,012	1,248,686	21,317,608	
Net Income FY17-18, Forecasted	1,026,984	247,113	434,880	230,089	303,885	119,211	347,063	330,496	(145,238)	12,053	519,212	3,425,749	
<b>Net Assets 6/30/18, Forecasted</b>	<b>260,206</b>	<b>3,633,388</b>	<b>1,331,966</b>	<b>862,050</b>	<b>1,334,044</b>	<b>1,494,767</b>	<b>1,605,984</b>	<b>1,342,826</b>	<b>3,221,161</b>	<b>7,889,065</b>	<b>1,767,898</b>	<b>24,743,356</b>	
Assets:													
Invested in fixed assets	16,403	453,075	105,147	72,441	47,759	29,544	38,586	19,455	128,556	21,670,598	-	22,581,565	
Net of related debt										(12,752,862)	(151,806)	(12,904,668)	
Invested in other long-term assets		(161,923)								(75,554)	(198,191)	(435,668)	
Reserve for economic Uncertainties	5.0%	303,698	358,358	275,733	270,062	107,075	122,706	91,734	169,530	273,658	417,036	2,582,408	
Restricted: (7/1/18 balances):													
Prop 39 Clean Energy 2013-14		-	53,188	48,992	48,907	47,167	53,216	51,109	52,741	57,367	-	51,160	463,848
College Readiness 2016-17		-	61,502	45,860	61,324	62,733	-	-	-	-	34,208	-	265,627
Prop 1D 2015-16		-	-	-	-	-	-	-	-	-	95,590	106,607	202,197
<b>Total Net assets invested or reserved</b>	<b>320,101</b>	<b>764,201</b>	<b>475,732</b>	<b>452,735</b>	<b>264,735</b>	<b>205,467</b>	<b>181,430</b>	<b>241,726</b>	<b>459,581</b>	<b>9,389,016</b>	<b>587</b>	<b>12,755,310</b>	
<b>Net Assets available for operations</b>	<b>(59,895)</b>	<b>2,869,187</b>	<b>856,234</b>	<b>409,316</b>	<b>1,069,309</b>	<b>1,289,301</b>	<b>1,424,554</b>	<b>1,101,100</b>	<b>2,761,580</b>	<b>(1,499,951)</b>	<b>1,767,311</b>	<b>11,988,046</b>	
	-0.99%	40.03%	15.53%	7.58%	49.93%	52.54%	77.65%	32.48%	50.46%	-17.98%	45.83%	23.21%	

## CASH FLOW SUMMARY



The ending cash balance at 5/31/18 was \$14M, and the projected ending cash balance at 6/30/18 is \$10.3M.

### MAGNOLIA SCIENCE ACADEMY – 1

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	4,537,680	5,459,002	5,505,533	5,511,579	973,898
Federal Revenue	458,758	1,088,351	1,166,901	1,184,438	725,681
Other State Revenues	768,820	890,794	1,299,057	1,363,612	594,792
Local Revenues	56,452	69,650	76,325	76,325	19,873
Fundraising and Grants	57,831	65,000	58,185	58,185	354
<b>Total Revenue</b>	<b>5,879,541</b>	<b>7,572,797</b>	<b>8,106,001</b>	<b>8,194,139</b>	<b>2,314,598</b>
<b>Expenses</b>					
Compensation and Benefits	3,098,193	3,515,834	3,551,674	3,559,306	461,113
Books and Supplies	309,303	514,102	763,511	507,274	197,971
Services and Other Operating Expenditures	2,139,819	3,276,235	2,924,353	2,940,401	800,582
Depreciation	-	153,345	153,345	160,174	160,174
Other Outflows	16,784	-	-	-	(16,784)
<b>Total Expenses</b>	<b>5,564,098</b>	<b>7,459,516</b>	<b>7,392,883</b>	<b>7,167,154</b>	<b>1,603,056</b>
<b>Operating Income</b>	<b>315,443</b>	<b>113,281</b>	<b>713,118</b>	<b>1,026,984</b>	<b>711,542</b>

### SUMMARY OF RESULTS

Forecasting a net income of **\$1,026,984**; There is no net change from April forecast.

### FORECAST CHANGES

No Forecast Changes



**MAGNOLIA SCIENCE ACADEMY - 2**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	3,716,057	4,724,787	4,540,508	4,480,488	764,431
Federal Revenue	307,151	454,654	523,143	530,459	223,308
Other State Revenues	552,024	359,588	646,947	680,764	128,740
Local Revenues	39,967	58,680	38,679	40,006	39
Fundraising and Grants	27,827	20,550	23,464	30,051	2,224
<b>Total Revenue</b>	<b>4,643,025</b>	<b>5,618,259</b>	<b>5,772,741</b>	<b>5,761,767</b>	<b>1,118,742</b>
<b>Expenses</b>					
Compensation and Benefits	2,667,861	3,110,910	3,179,649	3,097,362	429,501
Books and Supplies	302,231	400,942	620,818	402,394	100,163
Services and Other Operating Expenditures	1,476,789	1,923,796	1,827,005	1,963,485	486,695
Depreciation	51,653	51,413	51,413	51,413	(240)
Other Outflows	30,177	-	-	-	(30,177)
<b>Total Expenses</b>	<b>4,528,712</b>	<b>5,487,060</b>	<b>5,678,885</b>	<b>5,514,654</b>	<b>985,942</b>
<b>Operating Income</b>	<b>114,313</b>	<b>131,198</b>	<b>93,856</b>	<b>247,113</b>	<b>132,800</b>

**SUMMARY OF RESULTS**

Forecasting a net income of **\$247,113**; There is no net change from April Forecast.

**FORECAST CHANGES**

No Forecast Changes

**MAGNOLIA SCIENCE ACADEMY - 3**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	3,778,876	4,463,366	4,404,123	4,465,612	686,737
Federal Revenue	227,499	485,007	516,116	499,769	272,270
Other State Revenues	648,742	447,300	749,119	785,415	136,673
Local Revenues	55,681	40,578	45,366	58,266	2,586
Fundraising and Grants	26,429	19,617	14,735	27,058	629
<b>Total Revenue</b>	<b>4,737,226</b>	<b>5,455,868</b>	<b>5,729,459</b>	<b>5,836,121</b>	<b>1,098,895</b>
<b>Expenses</b>					
Compensation and Benefits	2,618,818	2,824,322	2,884,881	2,844,938	226,120
Books and Supplies	225,444	434,314	629,654	389,259	163,816
Services and Other Operating Expenditures	1,742,165	2,058,008	2,099,505	2,146,320	404,155
Depreciation	35,010	19,096	19,096	20,723	(14,286)
Other Outflows	2,560	-	-	-	(2,560)
<b>Total Expenses</b>	<b>4,623,996</b>	<b>5,335,741</b>	<b>5,633,136</b>	<b>5,401,240</b>	<b>777,244</b>
<b>Operating Income</b>	<b>113,230</b>	<b>120,127</b>	<b>96,323</b>	<b>434,880</b>	<b>321,650</b>

**SUMMARY OF RESULTS**

Forecasting a net income of **\$434,880**; There is no net change from April forecast.

**FORECAST CHANGES**

No Forecast Changes

**MAGNOLIA SCIENCE ACADEMY - 4**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	1,473,522	1,875,756	1,697,825	1,716,446	242,924
Federal Revenue	164,670	259,640	240,169	241,824	77,154
Other State Revenues	356,390	150,859	374,018	374,896	18,506
Local Revenues	27,669	22,035	26,946	28,058	389
Fundraising and Grants	9,352	3,000	5,517	10,368	1,017
<b>Total Revenue</b>	<b>2,031,603</b>	<b>2,311,290</b>	<b>2,344,475</b>	<b>2,371,593</b>	<b>339,990</b>
<b>Expenses</b>					
Compensation and Benefits	947,838	1,337,560	1,085,264	1,110,255	162,417
Books and Supplies	98,918	113,174	380,027	176,221	77,303
Services and Other Operating Expenditures	618,691	789,378	835,279	839,371	220,680
Depreciation	14,355	15,656	15,656	15,656	1,301
Other Outflows	12,940	-	-	-	(12,940)
<b>Total Expenses</b>	<b>1,692,742</b>	<b>2,255,768</b>	<b>2,316,226</b>	<b>2,141,504</b>	<b>448,762</b>
<b>Operating Income</b>	<b>338,861</b>	<b>55,522</b>	<b>28,249</b>	<b>230,089</b>	<b>(108,771)</b>

**SUMMARY OF RESULTS**

Forecasting a net income of **\$230,089**; This is an increase of \$4,919 from April forecast.

**FORECAST CHANGES**

***Other State Revenues (+\$364)***

Increase to actuals for Child Nutrition – State revenues

***Local Revenues (+\$1,113)***

Increase in actuals due to Option 3 grant not budgeted

***Fundraising and Grants (+\$3,442)***

Increase due to exceeding fundraising goals

**MAGNOLIA SCIENCE ACADEMY - 5**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	1,632,806	1,939,936	1,958,592	1,930,914	298,108
Federal Revenue	172,539	226,461	246,483	247,385	74,845
Other State Revenues	366,881	180,136	423,857	421,755	54,874
Local Revenues	108,335	28,536	148,604	155,940	47,605
Fundraising and Grants	-	1,000	2,017	2,017	2,017
<b>Total Revenue</b>	<b>2,280,561</b>	<b>2,376,069</b>	<b>2,779,553</b>	<b>2,758,010</b>	<b>477,449</b>
<b>Expenses</b>					
Compensation and Benefits	1,265,182	1,399,666	1,460,085	1,441,167	175,985
Books and Supplies	155,966	225,109	484,210	284,646	128,680
Services and Other Operating Expenditures	487,375	675,372	709,346	709,404	222,029
Depreciation	15,763	11,400	18,908	18,908	3,145
Other Outflows	1,183	-	-	-	(1,183)
<b>Total Expenses</b>	<b>1,925,469</b>	<b>2,311,546</b>	<b>2,672,550</b>	<b>2,454,125</b>	<b>528,656</b>
<b>Operating Income</b>	<b>355,092</b>	<b>64,523</b>	<b>107,003</b>	<b>303,885</b>	<b>(51,207)</b>

**SUMMARY OF RESULTS**

Forecasting a net income of **\$303,885**; This is an increase of \$1,336 from the April forecast.

**FORECAST CHANGES**

**Local Revenues (+\$1,336)**

Increase in actuals due to Option 3 grant not budgeted

## MAGNOLIA SCIENCE ACADEMY - 6

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	1,271,598	1,574,417	1,490,511	1,451,424	179,826
Federal Revenue	123,595	170,405	175,551	179,533	55,938
Other State Revenues	230,396	220,619	288,267	296,206	65,810
Local Revenues	8,766	-	8,630	9,965	1,200
Fundraising and Grants	16,771	15,000	14,749	16,771	-
<b>Total Revenue</b>	<b>1,651,126</b>	<b>1,980,442</b>	<b>1,977,707</b>	<b>1,953,899</b>	<b>302,774</b>
<b>Expenses</b>					
Compensation and Benefits	936,425	1,173,022	1,182,176	1,161,242	224,817
Books and Supplies	77,948	127,250	196,445	135,343	57,395
Services and Other Operating Expenditures	414,376	509,765	514,556	518,325	103,949
Depreciation	18,130	28,726	28,726	19,778	1,648
Other Outflows	6,761	-	-	-	(6,761)
<b>Total Expenses</b>	<b>1,453,640</b>	<b>1,838,764</b>	<b>1,921,903</b>	<b>1,834,689</b>	<b>381,049</b>
<b>Operating Income</b>	<b>197,486</b>	<b>141,678</b>	<b>55,804</b>	<b>119,211</b>	<b>(78,275)</b>

### SUMMARY OF RESULTS

Forecasting a net income of **\$119,211**; This is a decrease of **-\$8,852** from the April Forecast.

### FORECAST CHANGES

***LCFF Entitlement (+\$11)***

Minor prior year adjustment received

***Local Revenues (+\$1,335)***

Increase in actuals due to Option 3 grant not budgeted

***Fundraising and Grants (+\$2,022)***

Increase due to exceeding fundraising goals

***Services and Other Operating Expenditures (-\$12,220)***

Prior year overaccrued SB740 expenses to be written off

**MAGNOLIA SCIENCE ACADEMY - 7**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	2,216,901	2,658,045	2,574,310	2,572,334	355,432
Federal Revenue	197,452	235,853	251,998	263,088	65,636
Other State Revenues	687,890	564,241	802,711	827,717	139,827
Local Revenues	54,010	53,168	53,111	54,318	308
Fundraising and Grants	18,307	11,000	12,898	20,205	1,897
<b>Total Revenue</b>	<b>3,174,560</b>	<b>3,522,307</b>	<b>3,695,027</b>	<b>3,737,660</b>	<b>563,100</b>
<b>Expenses</b>					
Compensation and Benefits	1,478,916	1,682,985	1,672,036	1,675,843	196,928
Books and Supplies	162,200	188,317	419,268	208,228	46,028
Services and Other Operating Expenditures	1,337,191	1,551,087	1,469,252	1,483,682	146,491
Depreciation	18,596	45,159	44,909	22,844	4,249
Other Outflows	2,583	-	-	-	(2,583)
<b>Total Expenses</b>	<b>2,999,485</b>	<b>3,467,548</b>	<b>3,605,465</b>	<b>3,390,597</b>	<b>391,112</b>
<b>Operating Income</b>	<b>175,076</b>	<b>54,759</b>	<b>89,561</b>	<b>347,063</b>	<b>171,988</b>

**SUMMARY OF RESULTS**

Forecasting a net income of **\$347,063**; This is an increase of \$498 from the April forecast.

**FORECAST CHANGES**

***LCFF Entitlement (+\$20)***

Increase for prior year adjustments received.

***Local Revenues (+\$1,207)***

Increase in actuals due to Option 3 grant not budgeted

***Fundraising and Grants (+\$1,815)***

Increase due to exceeding fundraising goals

***Services and Other Operating Expenditures (-\$2,544)***

Prior year ASES revenue not received to be written off



**MAGNOLIA SCIENCE ACADEMY - 8**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	3,872,205	4,656,757	4,525,841	4,545,675	673,470
Federal Revenue	213,669	304,497	336,842	342,766	129,097
Other State Revenues	621,798	528,197	840,876	841,820	220,021
Local Revenues	47,618	34,273	42,972	47,617	(1)
Fundraising and Grants	23,598	20,000	22,236	25,787	2,189
<b>Total Revenue</b>	<b>4,778,888</b>	<b>5,543,724</b>	<b>5,768,767</b>	<b>5,803,665</b>	<b>1,024,777</b>
<b>Expenses</b>					
Compensation and Benefits	2,322,457	2,782,961	2,754,796	2,756,940	434,483
Books and Supplies	247,322	426,715	643,235	416,576	169,254
Services and Other Operating Expenditures	1,715,958	2,090,297	2,206,121	2,209,125	493,167
Depreciation	62,155	96,064	96,064	90,528	28,373
Other Outflows	8,688	-	-	-	(8,688)
<b>Total Expenses</b>	<b>4,356,581</b>	<b>5,396,037</b>	<b>5,700,216</b>	<b>5,473,169</b>	<b>1,116,588</b>
<b>Operating Income</b>	<b>422,307</b>	<b>147,687</b>	<b>68,551</b>	<b>330,496</b>	<b>(91,811)</b>

**SUMMARY OF RESULTS**

Forecasting a net income of **\$330,496**; This is an increase of \$8,907 from April forecast.

**FORECAST CHANGES**

**Local Revenues (+4,513)**

Increase in actuals due to Option 3 grant not budgeted

**Fundraising and Grants (+\$3,551)**

Increase due to exceeding fundraising goals

**Compensation and Benefits (+\$3,839)**

Increased due to staffing changes

**Services and Other Operating Expenditures (-\$2,996)**

Prior year ASES revenue not received to be written off

**MAGNOLIA SCIENCE ACADEMY – SA**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	5,372,785	7,467,687	6,793,513	6,705,513	1,332,728
Federal Revenue	464,058	658,206	662,529	680,931	216,872
Other State Revenues	531,462	585,070	638,830	693,881	162,419
Local Revenues	56,656	64,612	56,723	62,681	6,025
Fundraising and Grants	50,166	32,446	48,358	52,479	2,313
<b>Total Revenue</b>	<b>6,475,128</b>	<b>8,808,020</b>	<b>8,199,952</b>	<b>8,195,484</b>	<b>1,720,356</b>
<b>Expenses</b>					
Compensation and Benefits	4,291,309	4,576,489	4,493,395	4,615,074	323,765
Books and Supplies	540,654	733,114	677,539	677,538	136,884
Services and Other Operating Expenditures	1,805,214	2,490,994	2,324,944	2,100,689	295,475
Depreciation	364,131	505,350	505,350	547,780	183,649
Other Outflows	462,330	173,107	173,107	399,641	(62,689)
<b>Total Expenses</b>	<b>7,463,638</b>	<b>8,479,055</b>	<b>8,174,335</b>	<b>8,340,722</b>	<b>877,084</b>
<b>Operating Income</b>	<b>(988,511)</b>	<b>328,966</b>	<b>25,617</b>	<b>(145,238)</b>	<b>843,272</b>

**SUMMARY OF RESULTS**

Forecasting a net loss of **(-\$145,238)**. This is a decrease of -\$121,885 from April forecast.

**FORECAST CHANGES**

**Federal Revenue (+\$2,625)**

Increase to actuals for Title I funding

**Fundraising and Grants (+\$4,121)**

Increase in actuals due to exceeding fundraising goals

**Compensation and Benefits (-\$132,782)**

Increase to match actuals and forecast out remaining fiscal year, including adding overtime hours for 2400 and 2900 staff and changing staff previously budgeted part-time to full-time based on actuals

**Services and Other Operating Expenditures (+\$4,151)**

Increased due to a correction for a prior year CharterSafe charge; moved to MSA-SD

**MAGNOLIA SCIENCE ACADEMY - SD**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	2,641,864	3,298,113	2,960,085	2,950,464	308,600
Federal Revenue	52,801	125,122	131,511	134,192	81,391
Other State Revenues	604,797	393,481	635,855	674,527	69,730
Local Revenues	57,221	78,739	75,435	76,164	18,942
Fundraising and Grants	30,503	31,153	33,051	33,051	2,548
<b>Total Revenue</b>	<b>3,387,186</b>	<b>3,926,609</b>	<b>3,835,935</b>	<b>3,868,397</b>	<b>481,211</b>
<b>Expenses</b>					
Compensation and Benefits	1,984,958	2,210,402	2,199,260	2,160,423	175,465
Books and Supplies	71,618	144,548	330,564	125,902	54,283
Services and Other Operating Expenditures	1,265,623	1,352,286	1,437,066	1,539,069	273,446
Depreciation	40,901	30,295	30,295	30,951	(9,950)
Other Outflows	11,675	-	-	-	(11,675)
<b>Total Expenses</b>	<b>3,374,775</b>	<b>3,737,532</b>	<b>3,997,185</b>	<b>3,856,345</b>	<b>481,570</b>
<b>Operating Income</b>	<b>12,411</b>	<b>189,077</b>	<b>(161,249)</b>	<b>12,053</b>	<b>(359)</b>

**SUMMARY OF RESULTS**

Forecasting a net income of **\$12,053**; This is a decrease of **-\$55,819** from April forecast.

**FORECAST CHANGES**

***Services and Other Operating Expenditures (-\$55,819)***

Increase in budget categories equipment leases, rent, and prior year CharterSafe expense transferred from MSA-SA.

**MERF**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	-	-	-	-	-
Federal Revenue	51,600	-	8,082	8,082	(43,518)
Other State Revenues	-	-	-	-	-
Local Revenues	5,596,384	6,392,850	6,446,755	6,450,222	853,837
Fundraising and Grants	107,243	-	134,875	134,875	27,632
<b>Total Revenue</b>	<b>5,755,228</b>	<b>6,392,850</b>	<b>6,589,712</b>	<b>6,593,179</b>	<b>837,951</b>
<b>Expenses</b>					
Compensation and Benefits	2,640,205	3,055,489	2,983,114	2,983,114	342,909
Books and Supplies	22,698	70,421	66,261	66,261	43,563
Services and Other Operating Expenditures	2,026,375	2,726,775	3,046,200	3,023,658	997,284
Depreciation	1,320	933	933	933	(387)
Other Outflows	10,281	-	-	-	(10,281)
<b>Total Expenses</b>	<b>4,700,879</b>	<b>5,853,618</b>	<b>6,096,508</b>	<b>6,073,966</b>	<b>1,373,087</b>
<b>Operating Income</b>	<b>1,054,349</b>	<b>539,232</b>	<b>493,204</b>	<b>519,212</b>	<b>(535,136)</b>

**SUMMARY OF RESULTS**

Forecasting a net income of **\$519,212**; This is a decrease -\$8,976 from April forecast.

**FORECAST CHANGES**

**Local Revenue (+\$200)**

Increase per actuals – interest earned

**Services and Other Operating Expenditures (-\$9,176)**

Increase actuals due to a prior year legal bill and prior year SUI LEC, as well as conference not budgeted

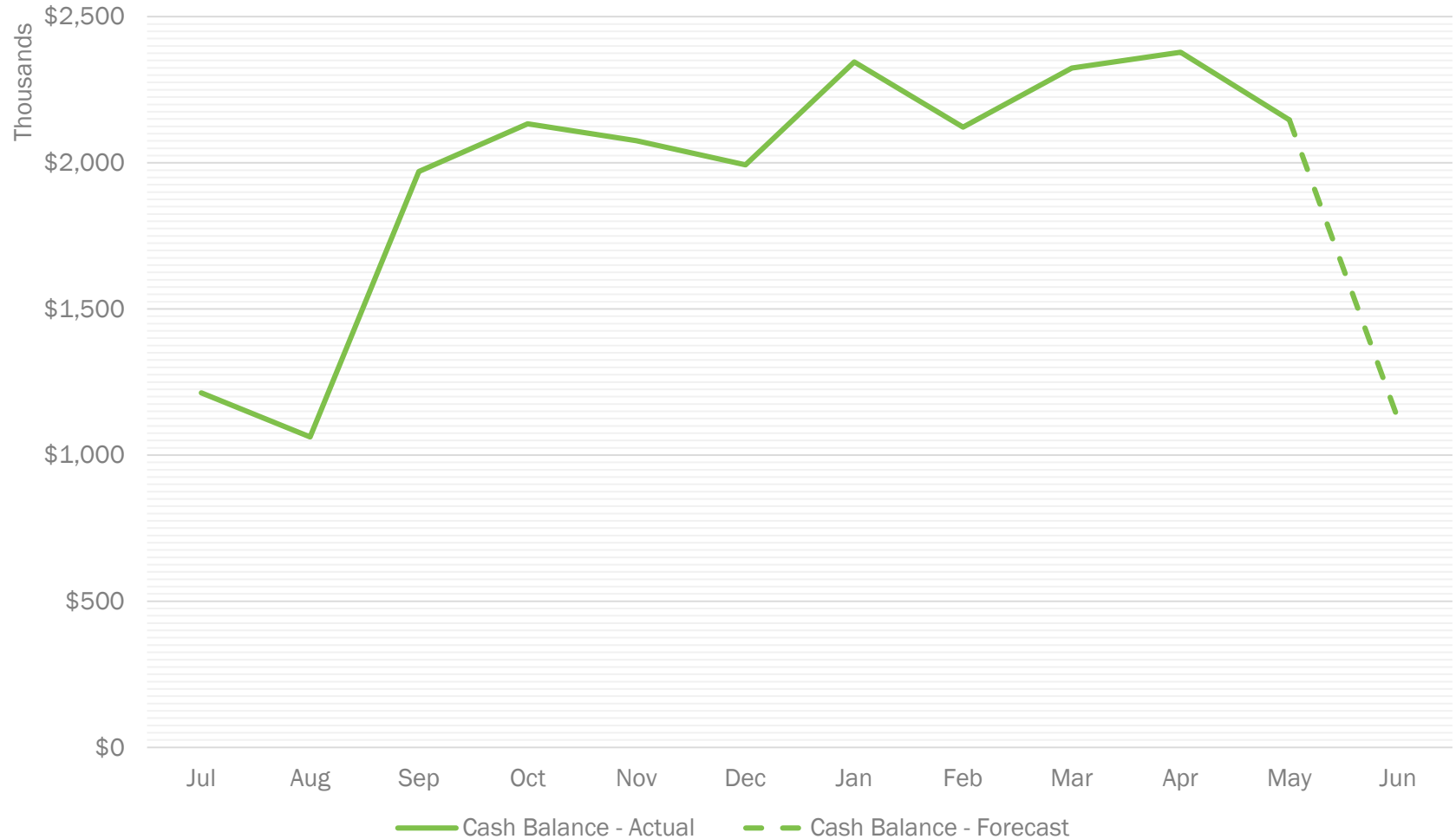
# Exhibits





# MSA-1 Monthly Cash Balance

**Projected ending cash balance at 6/30/18 is \$1.1M**





# MSA-2 Monthly Cash Balance

**Projected ending cash balance at 6/30/18 is \$723K**



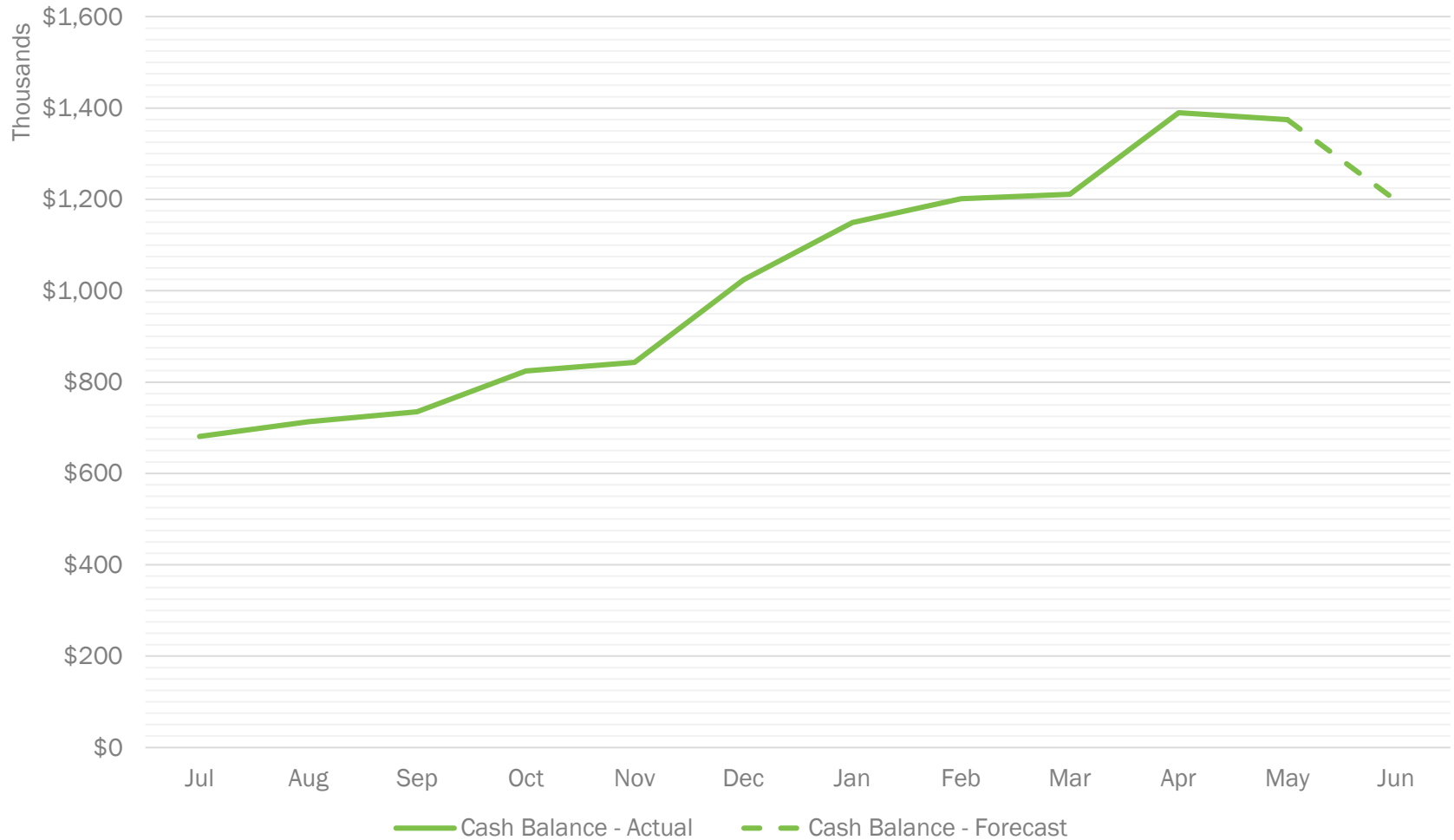
# MSA-3 Monthly Cash Balance

**Projected ending cash balance at 6/30/18 is \$399K**



# MSA-4 Monthly Cash Balance

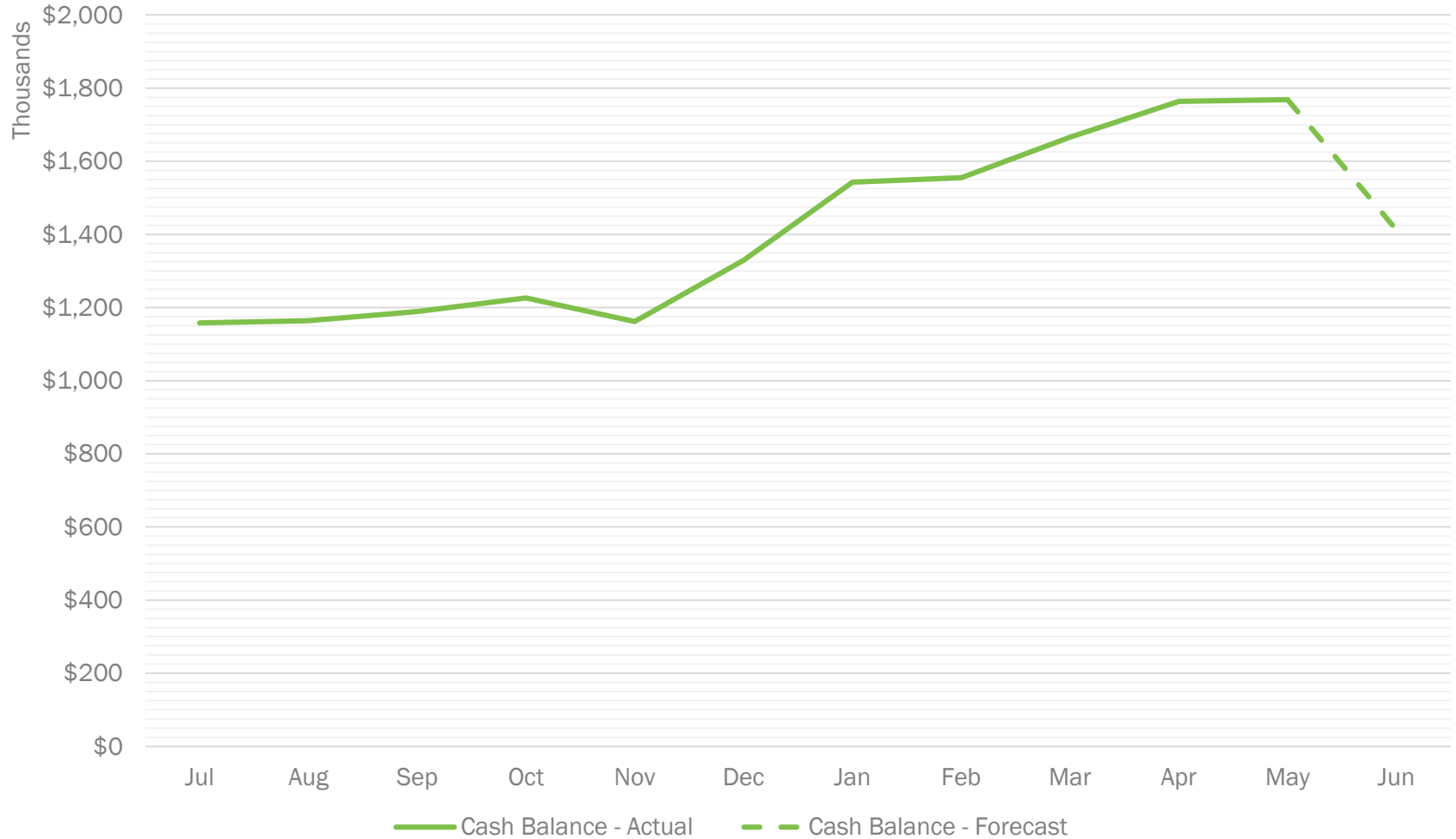
**Projected ending cash balance at 6/30/18 is \$1.2M**





# MSA-5 Monthly Cash Balance

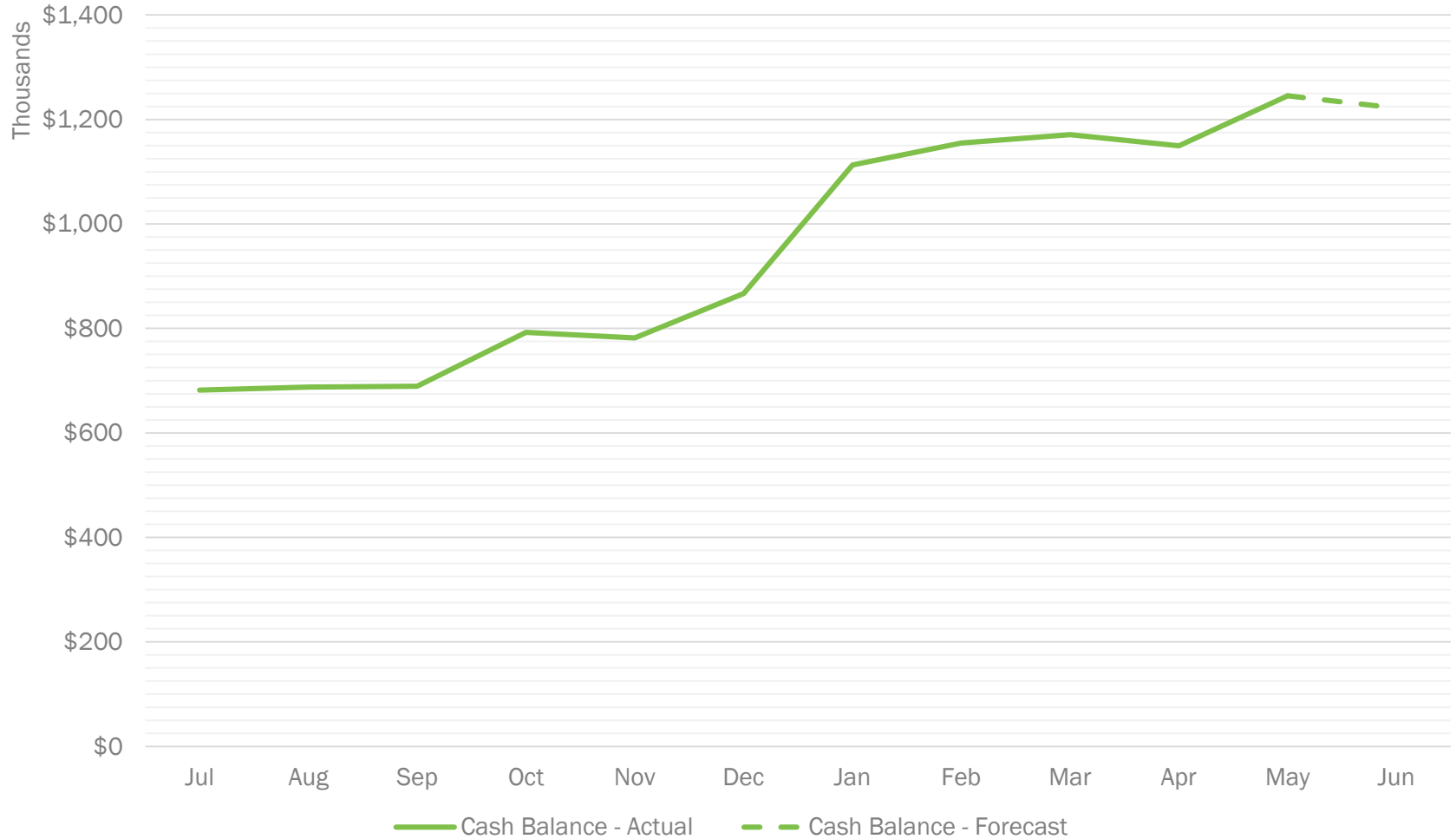
**Projected ending cash balance at 6/30/18 is \$1.4M**





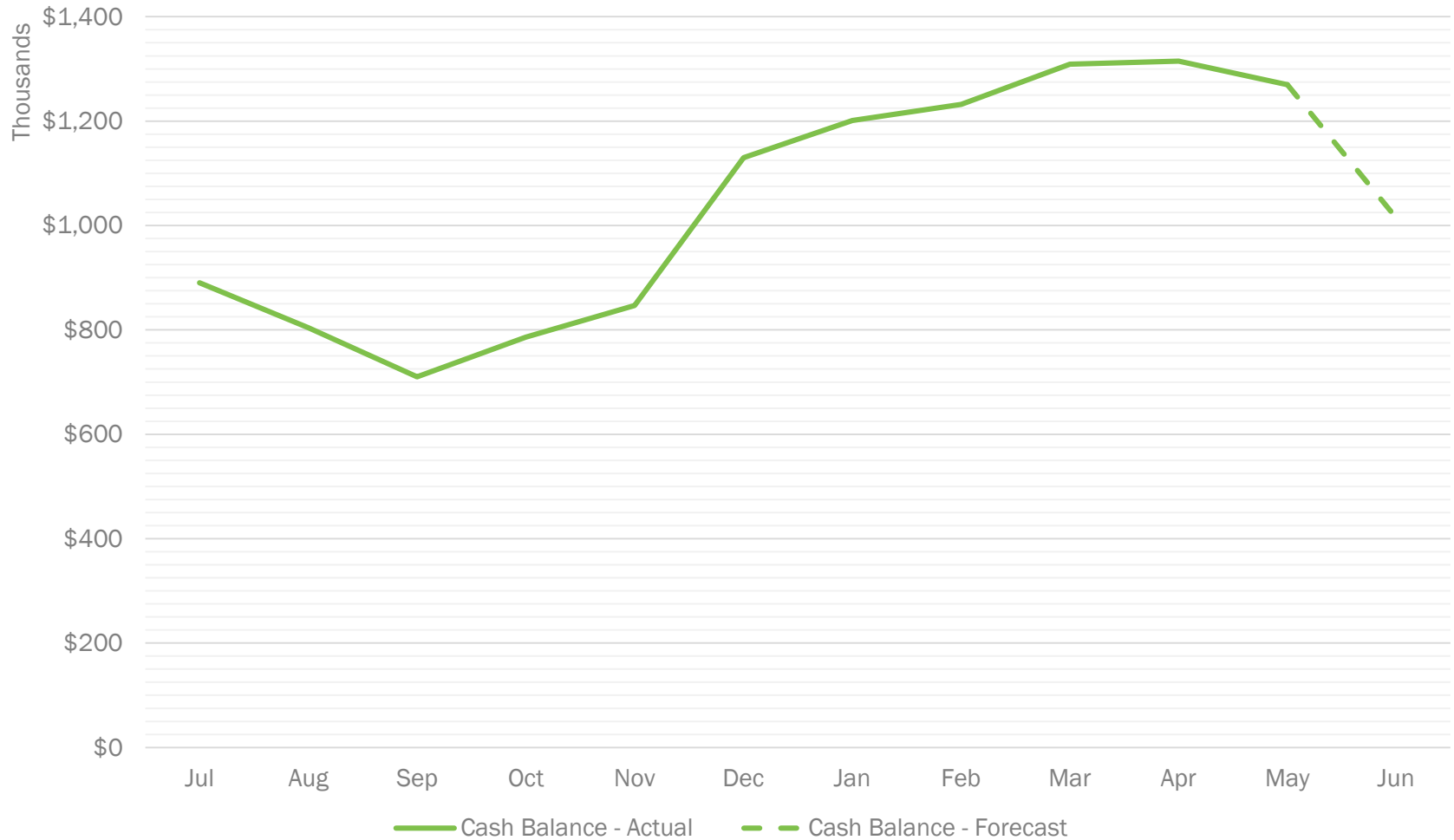
# MSA-6 Monthly Cash Balance

**Projected ending cash balance at 6/30/18 is \$1.2M**



# MSA-7 Monthly Cash Balance

**Projected ending cash balance at 6/30/18 is \$1M**

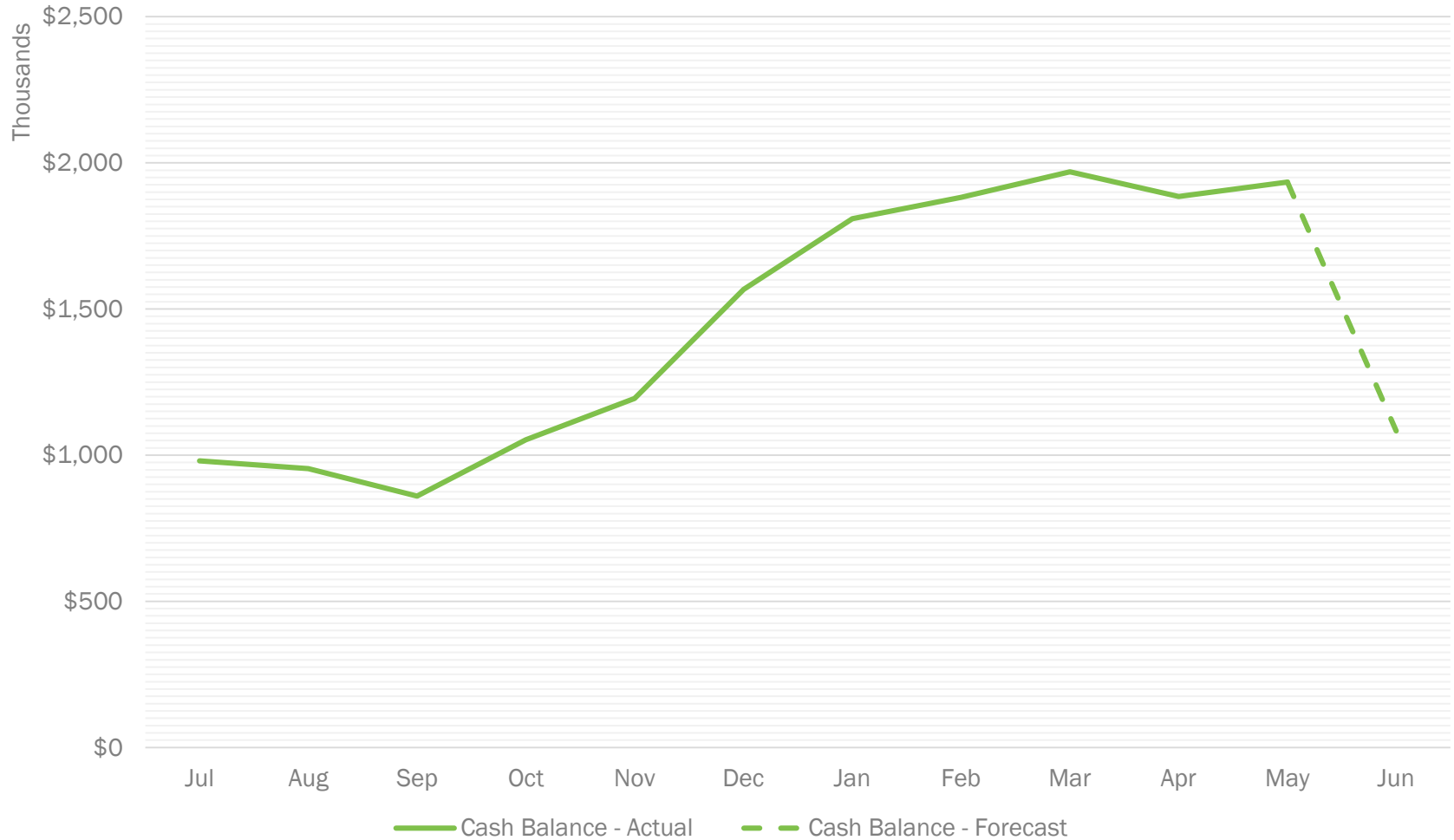






# MSA-8 Monthly Cash Balance

**Projected ending cash balance at 6/30/18 is \$1.1M**



# MSA-SA Monthly Cash Balance

**Projected ending cash balance at 6/30/18 is \$738k**



# MSA-SD Monthly Cash Balance

**Projected ending cash balance at 6/30/18 is \$597K**



# MERF Monthly Cash Balance

**Projected ending cash balance at 6/30/18 is \$827K**



# May 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
	May FY2018	May FY2018	May FY2018	May FY2018	May FY2018	May FY2018	May FY2018	May FY2018	May FY2018	May FY2018	May FY2018	May FY2018
<b>ASSETS</b>												
Cash Balance	2,147,257	1,074,266	724,206	1,374,525	1,768,127	1,245,315	1,269,874	1,934,565	846,250	803,588	870,664	14,058,636
Accounts Receivable	48,348	41,581	40,722	17,331	17,504	15,905	26,302	45,122	28,254	47,972	463	329,503
Other Current Assets	-	-	-	-	-	-	4,000	-	19,890	25,000	16,000	64,890
Prepays	-	-	-	-	6,547	-	1,100	72,759	-	20,000	722,206	822,611
Fixed Assets, Net	453,075	105,147	72,441	47,759	29,544	38,586	19,455	128,556	21,670,598	284,557	16,403	22,866,122
Investments	161,923	-	-	-	-	-	-	-	75,554	198,191	-	435,668
Due From Others	1,122,613	122,572	3,699	(2,317)	(8,168)	199,942	(129)	1,722,482	(2,184,163)	101,218	(360,355)	717,394
<b>TOTAL ASSETS</b>	<b>3,933,215</b>	<b>1,343,566</b>	<b>841,068</b>	<b>1,437,298</b>	<b>1,813,555</b>	<b>1,499,748</b>	<b>1,320,602</b>	<b>3,903,484</b>	<b>20,456,382</b>	<b>1,480,525</b>	<b>1,265,380</b>	<b>39,294,824</b>
<b>LIABILITIES &amp; EQUITY</b>												
Accounts Payable	48,575	231,889	34,097	45,787	27,041	2,853	46,843	24,918	74,231	30,828	21,412	588,473
Due to Others	108,000	-	-	-	-	-	-	-	611,081	-	822,101	1,541,182
Current Loans and Other Payables	74,921	100,280	61,777	22,494	55,866	40,493	86,354	89,860	129,708	36,794	134,296	832,843
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	315,443	114,313	113,230	338,861	355,092	197,486	175,076	422,307	(988,511)	12,411	1,054,349	2,110,057
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>3,933,215</b>	<b>1,343,566</b>	<b>841,068</b>	<b>1,437,298</b>	<b>1,813,555</b>	<b>1,499,748</b>	<b>1,320,602</b>	<b>3,903,484</b>	<b>20,456,382</b>	<b>1,480,525</b>	<b>1,265,380</b>	<b>39,294,824</b>

# Intercompany Balances

**Total cumulative intercompany payable/receivable was \$5M at 05/31**

## Due To/From All Sites (excluding CMO Fees)\*

	Due To											Total Due To
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	
MSA-1		1,310	6,532	-	-	-	-	-	-	-	90,927	98,769
MSA-2	5,612		-	531	-	-	-	-	2,420	-	3,801	12,363
MSA-3	-	-		-	-	-	-	318	2,411	-	176	2,905
MSA-4	-	-	-		-	-	-	-	2,954	-	66	3,020
MSA-5	-	0	-	-		-	-	-	5,233	-	2,935	8,168
MSA-6	-	-	-	-	-		-	-	-	-	58	58
MSA-7	-	-	-	-	-	-		-	-	-	129	129
MSA-8	-	-	-	-	-	-	-		-	-	434	434
MSA-SA	75,554	-	-	-	-	-	-	-		-	2,156,333	2,231,887
MSA-SD	198,880	2,420	72	-	-	-	-	-	14,121		145	215,638
MERF	371,550	131,205	-	172	-	200,000	-	1,722,598	10,244	-		2,435,769
<b>Total Due From</b>	<b>651,596</b>	<b>134,936</b>	<b>6,604</b>	<b>703</b>	<b>-</b>	<b>200,000</b>	<b>-</b>	<b>1,722,916</b>	<b>37,384</b>	<b>-</b>	<b>2,255,002</b>	<b>5,009,141</b>
Total Due To	(98,769)	(12,363)	(2,905)	(3,020)	(8,168)	(58)	(129)	(434)	(2,231,887)	(215,638)	(2,435,769)	
<b>Net Balance</b>	<b>552,827</b>	<b>122,572</b>	<b>3,699</b>	<b>(2,317)</b>	<b>(8,168)</b>	<b>199,942</b>	<b>(129)</b>	<b>1,722,482</b>	<b>(2,194,503)</b>	<b>(215,638)</b>	<b>(180,767)</b>	

\*This includes board approved loans and all other expenses and allocations



# Intercompany Balances

**Total FY17-18 intercompany payable/receivable was \$704K at 05/31**

## Due To/From All Sites (excluding CMO Fees)\*

	Due To											Total Due To	
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD		MERF
MSA-1		1,310	-	-	-	-	-	-	-	-	-	32,181	33,491
MSA-2	5,612		531	-	-	-	-	-	2,420	-	-	496	9,058
MSA-3	-	-		-	-	-	-	318	2,411	-	-	158	2,887
MSA-4	348	-	-		-	-	-	-	-	-	-	66	414
MSA-5	-	0	-	-		-	-	-	5,233	-	-	2,935	8,168
MSA-6	-	-	-	-	-		-	-	-	-	-	58	58
MSA-7	-	-	-	-	-	-		-	-	-	-	129	129
MSA-8	-	-	-	-	-	-	-		-	-	-	434	434
MSA-SA	75,554	-	-	-	-	-	-	-		-	-	214,938	290,492
MSA-SC	-	-	-	-	-	-	-	-	-		-	-	-
MSA-SD	198,880	2,420	-	72	-	-	-	-	14,121	-	-	145	215,638
MERF	138,792	-	172	-	-	-	-	2,050	2,424	-	-	-	143,438
<b>Total Due From</b>	<b>419,186</b>	<b>3,731</b>	<b>703</b>	<b>72</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,368</b>	<b>26,610</b>	<b>-</b>	<b>-</b>	<b>251,539</b>	<b>704,208</b>
<b>Total Due To</b>	<b>(33,491)</b>	<b>(9,058)</b>	<b>(2,887)</b>	<b>(414)</b>	<b>(8,168)</b>	<b>(58)</b>	<b>(129)</b>	<b>(434)</b>	<b>(290,492)</b>	<b>-</b>	<b>(215,638)</b>	<b>(143,438)</b>	
<b>Net Balance</b>	<b>385,695</b>	<b>(5,328)</b>	<b>(2,184)</b>	<b>(343)</b>	<b>(8,168)</b>	<b>(58)</b>	<b>(129)</b>	<b>1,934</b>	<b>(263,882)</b>	<b>-</b>	<b>(215,638)</b>	<b>108,101</b>	

\*This includes board approved loans and all other expenses and allocations

MSA-1  
Budget vs. Actual - Restricted and Unrestricted  
As of May 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
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	527,236	704,278	177,042	4,010,444	4,801,255	790,811	4,537,680	5,505,533	967,853
Federal Revenue	398,200	1,165,180	766,980	60,558	1,721	(58,837)	458,758	1,166,901	708,143
Other State Revenues	611,530	891,167	279,637	157,290	407,890	250,600	768,820	1,299,057	530,237
Local Revenues	6,548	118,832	112,284	49,905	(42,507)	(92,412)	56,452	76,325	19,873
Fundraising and Grants	481	-	(481)	57,350	58,185	835	57,831	58,185	354
<b>Total Revenue</b>	<b>1,543,994</b>	<b>2,879,457</b>	<b>1,335,463</b>	<b>4,335,547</b>	<b>5,226,544</b>	<b>890,997</b>	<b>5,879,541</b>	<b>8,106,001</b>	<b>2,226,460</b>
<b>Expenses</b>									
Compensation and Benefits	438,236	1,325,895	887,659	2,659,957	2,225,779	(434,178)	3,098,193	3,551,674	453,481
Books and Supplies	197,984	330,232	132,248	111,319	433,279	321,960	309,303	763,511	454,208
Services and Other Operating Expenditures	206,628	816,460	609,832	1,933,192	2,107,893	174,701	2,139,819	2,924,353	784,534
Depreciation	-	-	-	-	153,345	153,345	-	153,345	153,345
Other Outflows	-	-	-	16,784	-	(16,784)	16,784	-	(16,784)
<b>Total Expenses</b>	<b>842,847</b>	<b>2,472,587</b>	<b>1,629,740</b>	<b>4,721,251</b>	<b>4,920,296</b>	<b>199,044</b>	<b>5,564,098</b>	<b>7,392,883</b>	<b>1,828,784</b>
<b>Operating Income</b>	<b>701,146</b>	<b>406,870</b>	<b>(294,276)</b>	<b>(385,704)</b>	<b>306,249</b>	<b>691,952</b>	<b>315,443</b>	<b>713,119</b>	<b>397,676</b>

**MSA-2**  
**Budget vs. Actual - Restricted and Unrestricted**  
**As of May 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
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	439,723	588,083	148,360	3,276,334	3,952,425	676,091	3,716,057	4,540,508	824,451
Federal Revenue	276,540	492,533	215,993	30,610	30,610	(0)	307,151	523,143	215,992
Other State Revenues	419,137	271,396	(147,741)	132,887	375,551	242,664	552,024	646,947	94,923
Local Revenues	3,203	205,868	202,665	36,764	(167,189)	(203,953)	39,967	38,679	(1,288)
Fundraising and Grants	-	-	-	27,827	23,464	(4,363)	27,827	23,464	(4,363)
<b>Total Revenue</b>	<b>1,138,603</b>	<b>1,557,880</b>	<b>419,277</b>	<b>3,504,422</b>	<b>4,214,861</b>	<b>710,439</b>	<b>4,643,025</b>	<b>5,772,741</b>	<b>1,129,716</b>
<b>Expenses</b>									
Compensation and Benefits	757,252	1,116,895	359,643	1,910,609	2,062,754	152,145	2,667,861	3,179,649	511,788
Books and Supplies	189,471	299,652	110,181	112,760	321,166	208,406	302,231	620,818	318,587
Services and Other Operating Expenditures	124,167	188,352	64,185	1,352,623	1,638,653	286,030	1,476,789	1,827,005	350,216
Depreciation	-	(0)	(0)	51,653	51,413	(240)	51,653	51,413	(240)
<b>Total Expenses</b>	<b>1,070,890</b>	<b>1,604,899</b>	<b>534,008</b>	<b>3,457,822</b>	<b>4,073,986</b>	<b>616,164</b>	<b>4,528,712</b>	<b>5,678,885</b>	<b>1,150,173</b>
<b>Operating Income</b>	<b>67,713</b>	<b>(47,019)</b>	<b>(114,732)</b>	<b>46,600</b>	<b>140,875</b>	<b>94,275</b>	<b>114,313</b>	<b>93,856</b>	<b>(20,457)</b>

## MSA-3

## Budget vs. Actual - Restricted and Unrestricted

As of May 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
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	447,233	568,118	120,885	3,331,643	3,836,005	504,362	3,778,876	4,404,123	625,247
Federal Revenue	219,205	492,122	272,917	8,294	23,994	15,700	227,499	516,116	288,617
Other State Revenues	517,467	378,418	(139,049)	131,275	370,701	239,426	648,742	749,119	100,377
Local Revenues	2,420	244,060	241,640	53,260	(198,694)	(251,954)	55,681	45,366	(10,315)
Fundraising and Grants	-	-	-	26,429	14,735	(11,694)	26,429	14,735	(11,694)
<b>Total Revenue</b>	<b>1,186,326</b>	<b>1,682,718</b>	<b>496,392</b>	<b>3,550,900</b>	<b>4,046,741</b>	<b>495,841</b>	<b>4,737,226</b>	<b>5,729,459</b>	<b>992,233</b>
<b>Expenses</b>									
Compensation and Benefits	539,968	1,083,021	543,053	2,078,850	1,801,860	(276,990)	2,618,818	2,884,881	266,063
Books and Supplies	113,168	294,156	180,988	112,275	335,498	223,223	225,444	629,654	404,210
Services and Other Operating Expenditures	188,736	299,721	110,985	1,553,429	1,799,784	246,355	1,742,165	2,099,505	357,340
Depreciation	-	-	-	35,010	19,096	(15,914)	35,010	19,096	(15,914)
Other Outflows	-	-	-	2,560	-	(2,560)	2,560	-	(2,560)
<b>Total Expenses</b>	<b>841,873</b>	<b>1,676,898</b>	<b>835,025</b>	<b>3,782,123</b>	<b>3,956,238</b>	<b>174,115</b>	<b>4,623,996</b>	<b>5,633,136</b>	<b>1,009,140</b>
<b>Operating Income</b>	<b>344,453</b>	<b>5,820</b>	<b>(338,633)</b>	<b>(231,223)</b>	<b>90,503</b>	<b>321,726</b>	<b>113,230</b>	<b>96,323</b>	<b>(16,907)</b>

## MSA-4

## Budget vs. Actual - Restricted and Unrestricted

As of May 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
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	176,182	227,392	51,210	1,297,340	1,470,433	173,093	1,473,522	1,697,825	224,303
Federal Revenue	157,074	211,209	54,135	7,596	28,960	21,364	164,670	240,169	75,499
Other State Revenues	302,190	106,103	(196,087)	54,200	267,915	213,715	356,390	374,018	17,628
Local Revenues	8,801	103,029	94,228	18,869	(76,083)	(94,952)	27,669	26,946	(723)
Fundraising and Grants	-	-	-	9,352	5,517	(3,835)	9,352	5,517	(3,835)
<b>Total Revenue</b>	<b>644,247</b>	<b>647,733</b>	<b>3,486</b>	<b>1,387,356</b>	<b>1,696,742</b>	<b>309,386</b>	<b>2,031,603</b>	<b>2,344,475</b>	<b>312,872</b>
<b>Expenses</b>									
Compensation and Benefits	141,457	410,530	269,073	806,381	674,734	(131,647)	947,838	1,085,264	137,426
Books and Supplies	54,277	59,888	5,611	44,641	320,139	275,498	98,918	380,027	281,109
Services and Other Operating Expenditures	107,525	237,219	129,694	511,166	598,060	86,894	618,691	835,279	216,588
Depreciation	-	-	-	14,355	15,656	1,301	14,355	15,656	1,301
Other Outflows	-	-	-	12,940	-	(12,940)	12,940	-	(12,940)
<b>Total Expenses</b>	<b>303,259</b>	<b>707,637</b>	<b>404,378</b>	<b>1,389,483</b>	<b>1,608,589</b>	<b>219,106</b>	<b>1,692,742</b>	<b>2,316,226</b>	<b>623,484</b>
<b>Operating Income</b>	<b>340,987</b>	<b>(59,904)</b>	<b>(400,891)</b>	<b>(2,127)</b>	<b>88,153</b>	<b>90,280</b>	<b>338,861</b>	<b>28,249</b>	<b>(310,612)</b>

## MSA-5

## Budget vs. Actual - Restricted and Unrestricted

As of May 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
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	201,115	261,182	60,067	1,431,691	1,697,410	265,719	1,632,806	1,958,592	325,786
Federal Revenue	157,424	218,092	60,668	15,116	28,391	13,275	172,539	246,483	73,944
Other State Revenues	326,460	153,766	(172,694)	40,421	270,091	229,670	366,881	423,857	56,976
Local Revenues	87,410	66,891	(20,519)	20,925	81,713	60,788	108,335	148,604	40,269
Fundraising and Grants	-	-	-	-	2,017	2,017	-	2,017	2,017
<b>Total Revenue</b>	<b>772,408</b>	<b>699,931</b>	<b>(72,477)</b>	<b>1,508,153</b>	<b>2,079,622</b>	<b>571,468</b>	<b>2,280,561</b>	<b>2,779,553</b>	<b>498,991</b>
<b>Expenses</b>									
Compensation and Benefits	154,542	458,722	304,180	1,110,640	1,001,363	(109,277)	1,265,182	1,460,085	194,903
Books and Supplies	77,490	32,555	(44,935)	78,476	451,655	373,179	155,966	484,210	328,244
Services and Other Operating Expenditures	82,844	226,297	143,453	404,531	483,049	78,518	487,375	709,346	221,971
Depreciation	-	0	0	15,763	18,908	3,145	15,763	18,908	3,145
Other Outflows	-	-	-	1,183	-	(1,183)	1,183	-	(1,183)
<b>Total Expenses</b>	<b>314,876</b>	<b>717,574</b>	<b>402,698</b>	<b>1,610,593</b>	<b>1,954,975</b>	<b>344,382</b>	<b>1,925,469</b>	<b>2,672,549</b>	<b>747,080</b>
<b>Operating Income</b>	<b>457,532</b>	<b>(17,643)</b>	<b>(475,175)</b>	<b>(102,440)</b>	<b>124,647</b>	<b>227,086</b>	<b>355,092</b>	<b>107,004</b>	<b>(248,089)</b>



## MSA-6

## Budget vs. Actual - Restricted and Unrestricted

As of May 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
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	151,387	198,089	46,702	1,120,211	1,292,422	172,211	1,271,598	1,490,511	218,913
Federal Revenue	98,148	153,351	55,203	25,447	22,200	(3,247)	123,595	175,551	51,956
Other State Revenues	181,293	171,048	(10,245)	49,102	117,219	68,117	230,396	288,267	57,871
Local Revenues	7,817	11,308	3,491	949	(2,678)	(3,627)	8,766	8,630	(136)
Fundraising and Grants	-	-	-	16,771	14,749	(2,022)	16,771	14,749	(2,022)
<b>Total Revenue</b>	<b>438,645</b>	<b>533,796</b>	<b>95,151</b>	<b>1,212,481</b>	<b>1,443,912</b>	<b>231,431</b>	<b>1,651,126</b>	<b>1,977,708</b>	<b>326,582</b>
<b>Expenses</b>									
Compensation and Benefits	89,219	328,114	238,895	847,206	854,062	6,856	936,425	1,182,176	245,751
Books and Supplies	41,933	73,838	31,905	36,015	122,607	86,592	77,948	196,445	118,497
Services and Other Operating Expenditures	67,753	135,046	67,293	346,623	379,510	32,887	414,376	514,556	100,180
Depreciation	-	-	-	18,130	28,726	10,596	18,130	28,726	10,596
Other Outflows	-	-	-	6,761	-	(6,761)	6,761	-	(6,761)
<b>Total Expenses</b>	<b>198,906</b>	<b>536,998</b>	<b>338,092</b>	<b>1,254,734</b>	<b>1,384,905</b>	<b>130,171</b>	<b>1,453,640</b>	<b>1,921,903</b>	<b>468,263</b>
<b>Operating Income</b>	<b>239,739</b>	<b>(3,202)</b>	<b>(242,941)</b>	<b>(42,253)</b>	<b>59,007</b>	<b>101,260</b>	<b>197,486</b>	<b>55,805</b>	<b>(141,681)</b>

## MSA-7

Budget vs. Actual - Restricted and Unrestricted  
As of May 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
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	258,383	330,075	71,692	1,958,518	2,244,235	285,717	2,216,901	2,574,310	357,409
Federal Revenue	172,614	251,998	79,384	24,838	-	(24,838)	197,452	251,998	54,546
Other State Revenues	607,082	503,884	(103,198)	80,808	298,827	218,019	687,890	802,711	114,821
Local Revenues	19,414	84,524	65,110	34,597	(31,413)	(66,010)	54,011	53,111	(900)
Fundraising and Grants	45	(0)	(46)	18,262	12,898	(5,364)	18,307	12,898	(5,410)
<b>Total Revenue</b>	<b>1,057,538</b>	<b>1,170,481</b>	<b>112,942</b>	<b>2,117,023</b>	<b>2,524,547</b>	<b>407,524</b>	<b>3,174,561</b>	<b>3,695,028</b>	<b>520,467</b>
<b>Expenses</b>									
Compensation and Benefits	439,974	570,194	130,220	1,038,941	1,101,842	62,901	1,478,916	1,672,036	193,120
Books and Supplies	77,939	118,029	40,090	84,260	301,239	216,979	162,200	419,268	257,068
Services and Other Operating Expenditures	277,974	482,258	204,284	1,059,217	986,994	(72,223)	1,337,191	1,469,252	132,061
Depreciation	-	-	-	18,596	44,909	26,313	18,596	44,909	26,313
<b>Total Expenses</b>	<b>795,887</b>	<b>1,170,481</b>	<b>374,594</b>	<b>2,203,597</b>	<b>2,434,984</b>	<b>231,387</b>	<b>2,999,485</b>	<b>3,605,465</b>	<b>605,980</b>
<b>Operating Income</b>	261,651	(0)	(261,651)	(86,575)	89,563	176,138	175,076	89,563	(85,514)

## MSA-8

## Budget vs. Actual - Restricted and Unrestricted

As of May 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
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	455,487	587,800	132,313	3,416,718	3,938,041	521,323	3,872,205	4,525,841	653,636
Federal Revenue	213,669	336,842	123,173	-	-	-	213,669	336,842	123,173
Other State Revenues	514,678	456,297	(58,381)	107,120	384,579	277,459	621,798	840,876	219,078
Local Revenues	19,027	114,656	95,629	28,591	(71,684)	(100,275)	47,618	42,972	(4,646)
Fundraising and Grants	-	(0)	(0)	23,598	22,236	(1,362)	23,598	22,236	(1,362)
<b>Total Revenue</b>	<b>1,202,861</b>	<b>1,495,595</b>	<b>292,733</b>	<b>3,576,027</b>	<b>4,273,172</b>	<b>697,146</b>	<b>4,778,888</b>	<b>5,768,767</b>	<b>989,879</b>
<b>Expenses</b>									
Compensation and Benefits	436,174	1,138,279	702,105	1,886,283	1,616,517	(269,766)	2,322,457	2,754,796	432,339
Books and Supplies	84,525	56,639	(27,886)	162,797	586,596	423,799	247,322	643,235	395,913
Services and Other Operating Expenditures	238,968	300,676	61,708	1,476,990	1,905,445	428,455	1,715,958	2,206,121	490,163
Depreciation	-	-	-	62,155	96,064	33,909	62,155	96,064	33,909
<b>Total Expenses</b>	<b>759,667</b>	<b>1,495,594</b>	<b>735,927</b>	<b>3,596,914</b>	<b>4,204,622</b>	<b>607,708</b>	<b>4,356,581</b>	<b>5,700,216</b>	<b>1,343,635</b>
<b>Operating Income</b>	<b>443,194</b>	<b>1</b>	<b>(443,194)</b>	<b>(20,887)</b>	<b>68,550</b>	<b>89,437</b>	<b>422,307</b>	<b>68,551</b>	<b>(353,756)</b>

## MSA-SA

## Budget vs. Actual - Restricted and Unrestricted

As of May 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
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	105,448	142,080	36,632	5,267,337	6,651,433	1,384,096	5,372,785	6,793,513	1,420,728
Federal Revenue	403,009	601,480	198,471	61,049	61,049	(0)	464,058	662,529	198,471
Other State Revenues	353,509	422,496	68,987	177,953	216,334	38,381	531,462	638,830	107,368
Local Revenues	18,343	362,084	343,741	38,312	(305,361)	(343,673)	56,655	56,723	68
Fundraising and Grants	-	-	-	50,166	48,358	(1,808)	50,166	48,358	(1,808)
<b>Total Revenue</b>	<b>880,309</b>	<b>1,528,140</b>	<b>647,831</b>	<b>5,594,818</b>	<b>6,671,813</b>	<b>1,076,995</b>	<b>6,475,127</b>	<b>8,199,953</b>	<b>1,724,826</b>
<b>Expenses</b>									
Compensation and Benefits	635,697	922,871	287,174	3,655,613	3,570,524	(85,089)	4,291,309	4,493,395	202,086
Books and Supplies	269,796	386,089	116,293	270,858	291,450	20,592	540,654	677,539	136,885
Services and Other Operating Expenditures	217,879	256,954	39,075	1,587,335	2,067,990	480,655	1,805,214	2,324,944	519,730
Depreciation	-	0	0	364,131	505,350	141,219	364,131	505,350	141,219
Other Outflows	85,980	0	(85,980)	376,350	173,107	(203,243)	462,330	173,108	(289,223)
<b>Total Expenses</b>	<b>1,209,351</b>	<b>1,565,914</b>	<b>356,563</b>	<b>6,254,287</b>	<b>6,608,421</b>	<b>354,134</b>	<b>7,463,638</b>	<b>8,174,336</b>	<b>710,698</b>
<b>Operating Income</b>	<b>(329,042)</b>	<b>(37,774)</b>	<b>291,267</b>	<b>(659,470)</b>	<b>63,392</b>	<b>722,861</b>	<b>(988,512)</b>	<b>25,617</b>	<b>1,014,129</b>

## MSA-SD

## Budget vs. Actual - Restricted and Unrestricted

As of May 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
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	59,003	77,858	18,855	2,582,861	2,882,227	299,366	2,641,864	2,960,085	318,221
Federal Revenue	42,731	131,511	88,779	10,070	-	(10,070)	52,801	131,511	78,710
Other State Revenues	486,877	299,994	(186,883)	117,920	335,861	217,941	604,797	635,855	31,058
Local Revenues	-	11,804	11,804	57,221	63,631	6,410	57,221	75,435	18,214
Fundraising and Grants	-	-	-	30,503	33,051	2,548	30,503	33,051	2,548
<b>Total Revenue</b>	<b>588,611</b>	<b>521,167</b>	<b>(67,444)</b>	<b>2,798,575</b>	<b>3,314,770</b>	<b>516,194</b>	<b>3,387,186</b>	<b>3,835,936</b>	<b>448,750</b>
<b>Expenses</b>									
Compensation and Benefits	310,768	355,385	44,616	1,674,190	1,843,875	169,685	1,984,958	2,199,260	214,301
Books and Supplies	23,960	52,002	28,042	47,658	278,562	230,904	71,618	330,564	258,946
Services and Other Operating Expenditures	155,565	196,001	40,436	1,110,058	1,241,065	131,007	1,265,623	1,437,066	171,443
Depreciation	-	0	0	40,901	30,295	(10,606)	40,901	30,295	(10,606)
<b>Total Expenses</b>	<b>490,293</b>	<b>603,388</b>	<b>113,095</b>	<b>2,884,482</b>	<b>3,393,797</b>	<b>509,315</b>	<b>3,374,775</b>	<b>3,997,185</b>	<b>622,410</b>
<b>Operating Income</b>	<b>98,318</b>	<b>(82,221)</b>	<b>(180,539)</b>	<b>(85,907)</b>	<b>(79,027)</b>	<b>6,879</b>	<b>12,411</b>	<b>(161,248)</b>	<b>(173,659)</b>

**MPS**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget					
	Actual YTD	Adopted Budget	2nd Interim Approved Budget	Current Forecast	2nd Interim Approved Revised Budget vs. Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
<b>SUMMARY</b>							
<b>Revenue</b>							
LCFF Entitlement	30,514,295	38,117,866	36,450,839	36,330,449	(120,390)	(1,787,417)	5,816,154
Federal Revenue	2,433,792	4,008,196	4,259,324	4,312,464	53,140	304,268	1,878,673
Other State Revenues	5,369,199	4,320,287	6,699,536	6,960,592	261,056	2,640,305	1,591,393
Local Revenues	6,108,760	6,843,121	7,019,546	7,059,563	40,017	216,442	950,804
Fundraising and Grants	368,027	218,766	370,083	410,846	40,762	192,080	42,819
<b>Total Revenue</b>	<b>44,794,072</b>	<b>53,508,235</b>	<b>54,799,329</b>	<b>55,073,914</b>	<b>274,585</b>	<b>1,565,679</b>	<b>10,279,842</b>
<b>Expenses</b>							
Compensation and Benefits	24,252,162	27,669,640	27,446,330	27,405,665	40,664	263,975	3,153,503
Books and Supplies	2,214,303	3,378,007	5,211,532	3,389,642	1,821,890	(11,635)	1,175,339
Services and Other Operating Expenditures	15,029,576	19,443,993	19,393,627	19,473,529	(79,902)	(29,536)	4,443,953
Depreciation	622,014	957,438	964,695	979,688	(14,993)	(22,251)	357,675
Other Outflows	565,962	173,107	173,107	399,641	(226,533)	(226,533)	(166,321)
<b>Total Expenses</b>	<b>42,684,015</b>	<b>51,622,185</b>	<b>53,189,291</b>	<b>51,648,165</b>	<b>1,541,126</b>	<b>(25,981)</b>	<b>8,964,150</b>
<b>Operating Income</b>	<b>2,110,057</b>	<b>1,886,051</b>	<b>1,610,038</b>	<b>3,425,749</b>	<b>1,815,711</b>	<b>1,539,698</b>	<b>1,315,692</b>
<b>Fund Balance</b>							
Beginning Balance (Unaudited)		21,757,882	21,757,882	21,757,882			
Audit Adjustment		-	(440,274)	(440,274)			
Operating Income		1,886,051	1,610,038	3,425,749			
<b>Ending Fund Balance</b>		<b>23,643,933</b>	<b>22,927,646</b>	<b>24,743,357</b>			



**MPS**  
**Income Statement**  
**As of May 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
<b>KEY ASSUMPTIONS</b>							
<b>Enrollment Summary</b>							
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)	
<b>Total Enrolled</b>		<b>4,114</b>	<b>3,938</b>	<b>3,938</b>	-	(176)	
<b>ADA %</b>							
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%	
<b>Average ADA %</b>		<b>96.3%</b>	<b>95.9%</b>	<b>95.5%</b>	<b>-0.5%</b>	<b>-0.9%</b>	
<b>ADA</b>							
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)	
<b>Total ADA</b>		<b>3,963.37</b>	<b>3,778.27</b>	<b>3,760.15</b>	<b>(18.12)</b>	<b>(203.22)</b>	

**MPS**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget					Current Forecast Remaining
		Adopted Budget	2nd Interim Approved Budget	Current Forecast	2nd Interim Approved Revised Budget vs. Current Forecast	Adopted Budget vs. Current Forecast	
Actual YTD							
<b>REVENUE</b>							
<b>LCFF Entitlement</b>							
8011 Charter Schools LCFF - State Aid	18,995,734	24,258,647	23,293,607	22,641,589	(652,018)	(1,617,058)	3,645,855
8012 Education Protection Account Entitlement	2,821,197	3,829,460	3,684,955	3,781,774	96,819	(47,687)	960,577
8019 State Aid - Prior Years	(2,333)	-	-	(2,333)	(2,333)	(2,333)	(0)
8096 Charter Schools in Lieu of Property Taxes	8,699,697	10,029,759	9,472,277	9,909,419	437,142	(120,340)	1,209,722
<b>SUBTOTAL - LCFF Entitlement</b>	<b>30,514,295</b>	<b>38,117,866</b>	<b>36,450,839</b>	<b>36,330,449</b>	<b>(120,390)</b>	<b>(1,787,417)</b>	<b>5,816,154</b>
<b>Federal Revenue</b>							
8181 Special Education - Entitlement	234,292	573,412	563,547	573,355	9,807	(57)	339,063
8220 Child Nutrition Programs	599,618	1,140,809	1,140,808	1,120,808	(20,000)	(20,001)	521,190
8291 Title I	1,066,543	1,199,068	1,392,073	1,427,063	34,990	227,995	360,520
8292 Title II	66,618	182,911	162,989	170,167	7,178	(12,744)	103,549
8293 Title III	68,931	50,886	64,262	73,598	9,336	22,712	4,667
8296 Other Federal Revenue	394,004	861,111	919,179	931,008	11,829	69,897	537,004
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
<b>SUBTOTAL - Federal Revenue</b>	<b>2,433,792</b>	<b>4,008,196</b>	<b>4,259,324</b>	<b>4,312,464</b>	<b>53,140</b>	<b>304,268</b>	<b>1,878,673</b>
<b>Other State Revenue</b>							
8319 Other State Apportionments - Prior Years	70,494	-	69,523	76,239	6,716	76,239	5,745
8381 Special Education - Entitlement (State)	1,701,670	2,113,758	2,016,057	2,006,480	(9,576)	(107,277)	304,811
8382 Special Education Reimbursements (State) - MH	90,167	-	-	180,332	180,332	180,332	90,165
8520 Child Nutrition - State	49,802	97,696	97,696	98,060	364	364	48,258
8545 School Facilities Apportionments	293,623	662,833	700,247	786,983	86,737	124,151	493,360
8550 Mandated Cost Reimbursements	629,456	76,168	629,455	629,455	-	553,287	(1)
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	334,487	609,068	659,212	659,212	-	50,144	324,724
<b>SUBTOTAL - Other State Revenue</b>	<b>5,369,199</b>	<b>4,320,287</b>	<b>6,699,536</b>	<b>6,960,592</b>	<b>261,056</b>	<b>2,640,305</b>	<b>1,591,393</b>
<b>Local Revenue</b>							
8634 Food Service Sales	41,766	34,703	40,628	45,871	5,242	11,168	4,105
8650 Leases and Rentals	-	7,000	7,000	7,000	-	-	7,000
8660 Interest	9,079	2,891	9,146	9,955	809	7,064	876

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	YTD	Budget					
		Adopted Budget	2nd Interim Approved Revised Budget	Current Forecast	2nd Interim Approved Revised Budget vs. Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
Actual YTD							
8682 Summer Program	242,104	268,857	242,104	242,104	-	(26,753)	-
8690 Other Local Revenue	85,867	93,820	108,153	111,604	3,452	17,785	25,737
8693 Field Trips	37,440	43,000	48,200	61,100	12,900	18,100	23,660
8699 All Other Local Revenue	52,952	-	6,024	6,024	-	6,024	(46,928)
8701 CMO Fee - MSA-1	987,475	1,047,567	1,077,245	1,077,245	0	29,678	89,771
8702 CMO Fee - MSA-2	987,475	1,047,567	1,077,245	1,077,245	0	29,678	89,771
8703 CMO Fee - MSA-3	883,692	949,358	976,253	976,253	(0)	26,895	92,561
8704 CMO Fee - MSA-4	74,061	78,568	80,793	80,793	(0)	2,225	6,732
8705 CMO Fee - MSA-5	87,155	78,568	80,793	80,793	(0)	2,225	(6,362)
8706 CMO Fee - MSA-6	80,608	78,568	80,793	80,793	(0)	2,225	185
8707 CMO Fee - MSA-7	493,737	654,729	538,623	538,623	0	(116,106)	44,886
8708 CMO Fee - MSA-8	987,475	1,047,567	1,077,245	1,077,245	0	29,678	89,771
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	299,395	362,792	326,613	326,613	0	(36,179)	27,218
8714 SpEd Option 3	69,366	-	119,000	119,000	-	119,000	49,634
8715 Option 3	61,852	-	46,442	61,851	15,410	61,851	(0)
8720 Revenue Program 20	2,205	-	-	2,204	2,204	2,204	(1)
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	(0)	0	0
8999 Uncategorized Revenue	13,977	-	-	-	-	-	(13,977)
<b>SUBTOTAL - Local Revenue</b>	<b>6,108,760</b>	<b>6,843,121</b>	<b>7,019,546</b>	<b>7,059,563</b>	<b>40,017</b>	<b>216,442</b>	<b>950,804</b>
<b>Fundraising and Grants</b>							
8801 Donations - Parents	-	2,507	-	-	-	(2,507)	-
8802 Donations - Private	137,449	75,179	208,375	176,429	(31,945)	101,251	38,980
8803 Fundraising	230,578	141,080	161,709	234,416	72,708	93,337	3,839
<b>SUBTOTAL - Fundraising and Grants</b>	<b>368,027</b>	<b>218,766</b>	<b>370,083</b>	<b>410,846</b>	<b>40,762</b>	<b>192,080</b>	<b>42,819</b>
<b>TOTAL REVENUE</b>	<b>44,794,072</b>	<b>53,508,235</b>	<b>54,799,329</b>	<b>55,073,914</b>	<b>274,585</b>	<b>1,565,679</b>	<b>10,279,842</b>

**MPS**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget					Current Forecast Remaining
		Adopted Budget	2nd Interim Approved Budget	Current Forecast	2nd Interim Approved Revised Budget vs. Current Forecast	Adopted Budget vs. Current Forecast	
Actual YTD							
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Salaries</b>							
1100 Teachers Salaries	10,519,778	12,051,883	12,037,387	11,928,794	108,594	123,090	1,409,016
1300 Certificated Supervisor & Administrator Salaries	3,278,850	4,080,721	3,744,019	3,679,173	64,846	401,548	400,323
<b>SUBTOTAL - Certificated Salaries</b>	<b>13,798,628</b>	<b>16,132,604</b>	<b>15,781,406</b>	<b>15,607,967</b>	<b>173,439</b>	<b>524,637</b>	<b>1,809,339</b>
<b>Classified Salaries</b>							
2400 Classified Clerical & Office Salaries	2,572,647	3,036,624	2,871,492	2,771,589	99,903	265,035	198,942
2900 Classified Other Salaries	2,071,137	1,685,474	1,988,421	2,234,704	(246,283)	(549,230)	163,568
<b>SUBTOTAL - Classified Salaries</b>	<b>4,643,783</b>	<b>4,722,099</b>	<b>4,859,913</b>	<b>5,006,293</b>	<b>(146,380)</b>	<b>(284,194)</b>	<b>362,510</b>
<b>Employee Benefits</b>							
3100 STRS	1,971,450	2,240,359	2,193,637	2,172,379	21,258	67,980	200,929
3200 PERS	425,264	494,798	490,694	491,537	(843)	3,261	66,273
3300 OASDI-Medicare-Alternative	545,919	621,733	626,935	633,999	(7,064)	(12,265)	88,080
3400 Health & Welfare Benefits	2,552,858	3,033,544	3,057,314	3,057,314	-	(23,769)	504,455
3500 Unemployment Insurance	41,698	76,057	48,312	48,364	(51)	27,693	6,666
3600 Workers Comp Insurance	215,243	234,824	232,421	232,117	305	2,707	16,874
3900 Other Employee Benefits	57,317	113,621	155,697	155,697	-	(42,076)	98,379
<b>SUBTOTAL - Employee Benefits</b>	<b>5,809,750</b>	<b>6,814,937</b>	<b>6,805,010</b>	<b>6,791,405</b>	<b>13,605</b>	<b>23,532</b>	<b>981,655</b>
<b>Books &amp; Supplies</b>							
4100 Approved Textbooks & Core Curricula Materials	172,917	214,820	243,086	241,017	2,068	(26,197)	68,101
4200 Books & Other Reference Materials	15,219	47,030	32,030	37,318	(5,288)	9,712	22,099
4315 Custodial Supplies	31,434	65,480	55,480	55,652	(172)	9,828	24,218
4320 Educational Software	314,935	265,718	374,819	376,379	(1,560)	(110,661)	61,444
4325 Instructional Materials & Supplies	150,432	275,713	330,003	308,783	21,220	(33,070)	158,351
4326 Art & Music Supplies	14,745	39,766	30,791	26,748	4,043	13,018	12,003
4330 Office Supplies	109,434	70,549	114,338	130,130	(15,792)	(59,581)	20,695
4335 PE Supplies	13,564	67,060	24,478	28,711	(4,233)	38,349	15,146
4340 Professional Development Supplies	-	250	250	250	-	-	250
4345 Non Instructional Student Materials & Supplies	36,366	73,755	66,009	62,384	3,625	11,371	26,018
4346 Teacher Supplies	9,508	24,460	25,029	21,090	3,939	3,370	11,582

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	YTD	Budget						
		Adopted Budget	2nd Interim Approved Budget	Current Forecast	2nd Interim Approved Revised Budget vs. Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	
4350	Uniforms	6,091	5,515	4,665	9,296	(4,631)	(3,781)	3,205
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	91,728	1,801,764	18,027	36,795
4410	Classroom Furniture, Equipment & Supplies	55,893	109,128	116,301	103,125	13,176	6,003	47,232
4420	Computers (individual items less than \$5k)	34,420	67,000	67,194	69,034	(1,840)	(2,034)	34,614
4430	Non Classroom Related Furniture, Equipment & Supplies	19,956	55,869	56,459	48,468	7,991	7,401	28,512
4700	Food	-	1,787,438	1,000	1,000	-	1,786,438	1,000
4710	Student Food Services	1,113,933	-	1,671,958	1,671,141	816	(1,671,141)	557,209
4720	Other Food	50,811	96,440	91,621	94,859	(3,238)	1,581	44,048
	<b>SUBTOTAL - Books and Supplies</b>	<b>2,214,303</b>	<b>3,378,007</b>	<b>5,211,532</b>	<b>3,389,642</b>	<b>1,821,890</b>	<b>(11,635)</b>	<b>1,175,339</b>
	<b>Services &amp; Other Operating Expenses</b>							
5101	CMO Fees	-	6,392,850	-	-	-	6,392,850	-
5200	Travel & Conferences	4,735	9,120	9,746	13,001	(3,255)	(3,881)	8,266
5210	Conference Fees	9,009	101,435	98,730	95,601	3,129	5,834	86,593
5215	Travel - Mileage, Parking, Tolls	54,366	104,650	102,621	103,583	(962)	1,067	49,217
5220	Travel and Lodging	19,799	117,341	120,686	120,746	(60)	(3,405)	100,947
5300	Dues & Memberships	57,921	78,077	80,767	78,519	2,248	(442)	20,598
5450	Insurance - Other	211,635	207,148	229,563	231,421	(1,858)	(24,273)	19,785
5500	Operations & Housekeeping	117,959	213,191	209,135	219,096	(9,961)	(5,905)	101,137
5510	Utilities - Gas and Electric	176,134	249,548	249,548	242,400	7,148	7,148	66,266
5605	Equipment Leases	186,063	203,818	221,202	231,260	(10,058)	(27,442)	45,197
5610	Rent	1,868,815	2,595,983	2,173,414	1,936,356	237,058	659,628	67,541
5611	Prop 39 Related Costs	627,207	1,001,614	926,682	926,682	-	74,932	299,475
5615	Repairs and Maintenance - Building	108,238	180,094	181,371	179,473	1,898	621	71,235
5617	Repairs and Maintenance - Other Equipment	7,432	15,970	27,470	26,470	1,000	(10,500)	19,038
5803	Accounting Fees	51,273	124,409	140,052	137,738	2,314	(13,329)	86,465
5809	Banking Fees	2,611	34,765	29,942	20,956	8,986	13,809	18,345
5812	Business Services	580,760	700,000	700,000	700,000	-	-	119,240
5813	School Programs - After School Program	600,557	617,781	668,238	674,829	(6,591)	(57,048)	74,272
5814	School Programs - Academic Competitions	33,932	31,496	39,791	47,707	(7,916)	(16,211)	13,774
5819	School Programs - Other	107,724	65,518	75,998	113,784	(37,785)	(48,265)	6,060
5820	Consultants - Non Instructional	61,628	143,047	118,047	118,047	0	25,000	56,420
5822	Other Professional Services	1,045,496	1,188,857	1,304,028	1,266,551	37,477	(77,694)	221,054
5824	District Oversight Fees	209,804	379,832	364,508	363,304	1,204	16,528	153,501

**MPS**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget					
		Adopted Budget	2nd Interim Approved Budget	Current Forecast	2nd Interim Approved Revised Budget vs. Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
5830 Field Trips Expenses	143,954	185,900	189,200	220,556	(31,356)	(34,656)	76,602
5833 Fines and Penalties	22,466	1,518	6,830	22,672	(15,842)	(21,154)	206
5843 Interest - Loans Less than 1 Year	45,500	-	45,500	45,500	-	(45,500)	-
5845 Legal Fees	331,302	574,000	731,000	728,557	2,443	(154,557)	397,255
5848 Licenses and Other Fees	31,282	-	10,740	33,412	(22,672)	(33,412)	2,130
5851 Marketing and Student Recruiting	92,669	182,710	171,091	168,569	2,522	14,141	75,900
5857 Payroll Fees	145,256	196,902	195,595	198,734	(3,139)	(1,832)	53,477
5858 CMO Fees Expense	5,837,268	-	6,392,850	6,392,848	2	(6,392,848)	555,580
5861 Prior Yr Exp (not accrued)	(189,074)	-	120,962	94,911	26,051	(94,911)	283,985
5863 Professional Development	125,527	366,414	363,396	335,391	28,005	31,022	209,865
5864 Professional Development - Tuition Reimbursement	104,600	454,750	408,650	399,650	9,000	55,100	295,050
5869 Special Education Contract Instructors	715,110	993,023	933,857	939,033	(5,176)	53,990	223,923
5872 Special Education Encroachment	198,559	295,407	262,424	262,066	358	33,341	63,507
5875 Staff Recruiting	11,928	17,300	17,300	17,300	-	-	5,372
5884 Substitutes	592,799	422,960	468,270	678,965	(210,695)	(256,005)	86,166
5887 Technology Services	460,336	800,118	814,177	810,720	3,457	(10,602)	350,383
5893 Transportation - Student	65,701	69,010	62,000	65,701	(3,701)	3,309	-
5898 Bad Debt Expense	21,656	2,559	2,559	23,344	(20,785)	(20,785)	1,688
5899 Miscellaneous Operating Expenses	24	0	(20,737)	0	(20,737)	0	(24)
5900 Communications	90,856	45,340	66,889	109,759	(42,870)	(64,419)	18,903
5915 Postage and Delivery	38,758	79,536	79,536	78,319	1,217	1,217	39,560
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>15,029,576</b>	<b>19,443,993</b>	<b>19,393,627</b>	<b>19,473,529</b>	<b>(79,902)</b>	<b>(29,536)</b>	<b>4,443,953</b>
<b>Capital Outlay &amp; Depreciation</b>							
6200 Buildings & Improvement of Buildings	0	-	-	-	-	-	(0)
6900 Depreciation	622,014	957,438	964,695	979,688	(14,993)	(22,251)	357,675
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>622,014</b>	<b>957,438</b>	<b>964,695</b>	<b>979,688</b>	<b>(14,993)</b>	<b>(22,251)</b>	<b>357,675</b>
<b>Other Outflows</b>							
7438 Long term debt - Interest	444,452	173,107	173,107	399,641	(226,533)	(226,533)	(44,811)
7999 Uncategorized Expense	121,509	-	-	-	-	-	(121,509)
<b>SUBTOTAL - Other Outflows</b>	<b>565,962</b>	<b>173,107</b>	<b>173,107</b>	<b>399,641</b>	<b>(226,533)</b>	<b>(226,533)</b>	<b>(166,321)</b>
<b>TOTAL EXPENSES</b>	<b>42,684,015</b>	<b>51,622,185</b>	<b>53,189,291</b>	<b>51,648,165</b>	<b>1,541,126</b>	<b>(25,981)</b>	<b>8,964,150</b>



**MSA-1**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	4,537,680	5,459,002	5,505,533	5,511,579	973,898
Federal Revenue	458,758	1,088,351	1,166,901	1,184,438	725,681
Other State Revenues	768,820	890,794	1,299,057	1,363,612	594,792
Local Revenues	56,452	69,650	76,325	76,325	19,873
Fundraising and Grants	57,831	65,000	58,185	58,185	354
<b>Total Revenue</b>	<b>5,879,541</b>	<b>7,572,797</b>	<b>8,106,001</b>	<b>8,194,139</b>	<b>2,314,598</b>
<b>Expenses</b>					
Compensation and Benefits	3,098,193	3,515,834	3,551,674	3,559,306	461,113
Books and Supplies	309,303	514,102	763,511	507,274	197,971
Services and Other Operating Expenditures	2,139,819	3,276,235	2,924,353	2,940,401	800,582
Depreciation	-	153,345	153,345	160,174	160,174
Other Outflows	16,784	-	-	-	(16,784)
<b>Total Expenses</b>	<b>5,564,098</b>	<b>7,459,516</b>	<b>7,392,883</b>	<b>7,167,154</b>	<b>1,603,056</b>
<b>Operating Income</b>	<b>315,443</b>	<b>113,281</b>	<b>713,118</b>	<b>1,026,984</b>	<b>711,542</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)		3,592,121	3,592,121	3,592,121	
Audit Adjustment		-	(205,846)	(205,846)	
Operating Income		113,281	713,118	1,026,984	
<b>Ending Fund Balance</b>		<b>3,705,403</b>	<b>4,099,394</b>	<b>4,413,260</b>	

**MSA-1  
Income Statement  
As of May FY2018**

	YTD	Budget		
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast
				Current Forecast Remaining
<b>KEY ASSUMPTIONS</b>				
<b>Enrollment Summary</b>				
4-6		85	88	88
7-8		160	168	168
9-12		295	287	287
<b>Total Enrolled</b>		<b>540</b>	<b>543</b>	<b>543</b>
<b>ADA %</b>				
4-6		95.9%	95.9%	96.6%
7-8		97.0%	97.0%	97.2%
9-12		95.8%	96.3%	95.7%
<b>Average ADA %</b>		<b>96.2%</b>	<b>96.4%</b>	<b>96.3%</b>
<b>ADA</b>				
4-6		81.53	84.41	85.05
7-8		155.18	162.94	163.26
9-12		282.66	276.29	274.54
<b>Total ADA</b>		<b>519.37</b>	<b>523.64</b>	<b>522.85</b>

**MSA-1  
Income Statement  
As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>REVENUE</b>					
<b>LCFF Entitlement</b>					
8011 Charter Schools LCFF - State Aid	2,914,635	3,652,173	3,689,855	3,633,281	718,646
8012 Education Protection Account Entitlement	527,236	704,485	704,278	724,761	197,525
8019 State Aid - Prior Years	36	-	-	36	-
8096 Charter Schools in Lieu of Property Taxes	1,095,773	1,102,345	1,111,400	1,153,501	57,728
<b>SUBTOTAL - LCFF Entitlement</b>	<b>4,537,680</b>	<b>5,459,002</b>	<b>5,505,533</b>	<b>5,511,579</b>	<b>973,898</b>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	-	67,625	67,625	69,924	69,924
8220 Child Nutrition Programs	125,214	232,339	232,339	232,339	107,125
8291 Title I	195,965	185,886	228,355	234,271	38,306
8292 Title II	12,835	29,415	25,745	25,731	12,896
8293 Title III	63,772	50,886	59,103	68,439	4,667
8296 Other Federal Revenue	59,251	522,200	552,013	552,013	492,762
8297 PY Federal - Not Accrued	1,721	-	1,721	1,721	0
<b>SUBTOTAL - Federal Revenue</b>	<b>458,758</b>	<b>1,088,351</b>	<b>1,166,901</b>	<b>1,184,438</b>	<b>725,681</b>
<b>Other State Revenue</b>					
8319 Other State Apportionments - Prior Years	11,598	-	11,595	11,598	-
8381 Special Education - Entitlement (State)	196,655	266,958	269,151	268,745	72,090
8382 Special Education Reimbursements (State) - MH	3,708	-	-	7,415	3,707
8520 Child Nutrition - State	10,472	19,443	19,443	19,443	8,970
8545 School Facilities Apportionments	169,671	389,530	467,925	525,621	355,950
8550 Mandated Cost Reimbursements	92,754	15,171	92,754	92,754	0
8560 State Lottery Revenue	56,872	99,693	101,586	101,433	44,561
8593 Prop 39 Clean Energy	227,090	-	227,090	227,090	-
8596 ASES	-	100,000	109,513	109,513	109,513
<b>SUBTOTAL - Other State Revenue</b>	<b>768,820</b>	<b>890,794</b>	<b>1,299,057</b>	<b>1,363,612</b>	<b>594,792</b>
<b>Local Revenue</b>					

**MSA-1**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
		Adopted	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Budget	Budget	Forecast	Remaining
8634 Food Service Sales	6,548	7,852	7,852	7,852	1,305
8682 Summer Program	38,473	31,798	38,473	38,473	-
8690 Other Local Revenue	11,432	30,000	30,000	30,000	18,568
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	0
<b>SUBTOTAL - Local Revenue</b>	<b>56,452</b>	<b>69,650</b>	<b>76,325</b>	<b>76,325</b>	<b>19,873</b>
<b>Fundraising and Grants</b>					
8802 Donations - Private	11,832	30,000	23,185	12,185	353
8803 Fundraising	45,999	35,000	35,000	46,000	1
<b>SUBTOTAL - Fundraising and Grants</b>	<b>57,831</b>	<b>65,000</b>	<b>58,185</b>	<b>58,185</b>	<b>354</b>
<b>TOTAL REVENUE</b>	<b>5,879,541</b>	<b>7,572,797</b>	<b>8,106,001</b>	<b>8,194,139</b>	<b>2,314,598</b>

**MSA-1**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	1,597,225	1,795,223	1,826,374	1,821,908	224,683
1300 Certificated Supervisor & Administrator Salaries	397,852	466,687	494,657	448,112	50,260
<b>SUBTOTAL - Certificated Salaries</b>	<b>1,995,076</b>	<b>2,261,910</b>	<b>2,321,031</b>	<b>2,270,020</b>	<b>274,943</b>
<b>Classified Salaries</b>					
2400 Classified Clerical & Office Salaries	120,215	180,035	139,360	139,360	19,145
2900 Classified Other Salaries	247,995	214,840	222,696	277,242	29,246
<b>SUBTOTAL - Classified Salaries</b>	<b>368,210</b>	<b>394,875</b>	<b>362,056</b>	<b>416,602</b>	<b>48,392</b>
<b>Employee Benefits</b>					
3100 STRS	285,571	312,448	314,116	313,471	27,900
3200 PERS	50,005	54,365	60,547	64,702	14,697
3300 OASDI-Medicare-Alternative	57,077	68,997	70,293	70,840	13,764
3400 Health & Welfare Benefits	307,232	362,486	366,837	366,837	59,604
3500 Unemployment Insurance	14,463	28,428	26,583	26,583	12,119
3600 Workers Comp Insurance	20,557	29,915	30,212	30,251	9,694
3900 Other Employee Benefits	-	2,411	-	-	-
<b>SUBTOTAL - Employee Benefits</b>	<b>734,906</b>	<b>859,049</b>	<b>868,586</b>	<b>872,684</b>	<b>137,778</b>
<b>Books &amp; Supplies</b>					
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	9,866
4325 Instructional Materials & Supplies	18,985	55,000	61,648	55,648	36,663
4326 Art & Music Supplies	1,429	10,000	6,000	4,067	2,637
4330 Office Supplies	8,939	6,750	6,750	8,939	-
4335 PE Supplies	1,852	-	-	1,852	-

**MSA-1**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget			
4345 Non Instructional Student Materials & Supplies	3,174	10,000	10,000	10,000	6,826
4346 Teacher Supplies	3,210	5,000	5,000	5,000	1,790
4361 PY Supplies Expenses (not accrued)	2,650	-	2,650	2,650	-
4400 Noncapitalized Equipment	4,400	25,256	252,346	4,400	-
4410 Classroom Furniture, Equipment & Supplies	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	15,600	14,213
4700 Food	-	285,597	-	-	-
4710 Student Food Services	186,054	-	285,597	285,597	99,543
4720 Other Food	8,882	8,000	9,000	9,000	118
<b>SUBTOTAL - Books and Supplies</b>	<b>309,303</b>	<b>514,102</b>	<b>763,511</b>	<b>507,274</b>	<b>197,971</b>
<b>Services &amp; Other Operating Expenses</b>					
5101 CMO Fees	-	1,047,567	-	-	-
5210 Conference Fees	1,964	12,500	12,500	13,126	11,163
5215 Travel - Mileage, Parking, Tolls	3,522	2,000	3,000	3,522	-
5220 Travel and Lodging	-	2,000	1,000	1,000	1,000
5300 Dues & Memberships	8,256	7,500	7,500	8,256	-
5450 Insurance - Other	30,535	32,970	30,408	30,535	-
5500 Operations & Housekeeping	41,832	50,000	50,000	50,000	8,168
5510 Utilities - Gas and Electric	41,098	60,000	60,000	60,000	18,902
5605 Equipment Leases	24,673	20,000	21,704	24,673	-
5610 Rent	743,427	1,278,598	827,844	827,844	84,418
5615 Repairs and Maintenance - Building	20,833	50,000	50,000	42,500	21,667
5617 Repairs and Maintenance - Other Equipment	1,120	2,000	2,000	2,000	880
5803 Accounting Fees	-	10,281	10,281	10,281	10,281
5809 Banking Fees	35	1,500	1,500	1,500	1,465
5813 School Programs - After School Program	98,562	100,000	109,513	109,513	10,951
5814 School Programs - Academic Competitions	3,789	10,000	10,000	10,000	6,211
5819 School Programs - Other	33,407	28,787	28,787	36,287	2,880
5820 Consultants - Non Instructional	10,662	15,421	15,421	15,421	4,759
5822 Other Professional Services	54,001	99,237	112,893	112,893	58,892



**MSA-1**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
5824 District Oversight Fees	-	54,590	55,055	55,116	55,116
5830 Field Trips Expenses	18,609	25,000	25,000	34,000	15,391
5833 Fines and Penalties	161	303	303	303	142
5843 Interest - Loans Less than 1 Year	45,500	-	45,500	45,500	-
5845 Legal Fees	354	15,000	15,000	15,000	14,646
5851 Marketing and Student Recruiting	8,063	15,000	15,000	15,000	6,937
5857 Payroll Fees	14,319	25,000	25,000	25,000	10,681
5858 CMO Fees Expense	987,475	-	1,077,245	1,077,245	89,770
5861 Prior Yr Exp (not accrued)	(227,989)	-	6,296	6,296	234,285
5863 Professional Development	17,758	30,000	30,000	30,000	12,242
5864 Professional Development - Tuition Reimbursement	14,456	52,250	52,250	43,250	28,794
5869 Special Education Contract Instructors	53,136	82,000	82,000	82,000	28,864
5872 Special Education Encroachment	-	22,672	15,980	15,980	15,980
5884 Substitutes	20,990	30,000	30,000	30,000	9,010
5887 Technology Services	49,032	78,500	79,812	79,812	30,780
5898 Bad Debt Expense	871	2,559	2,559	2,559	1,688
5899 Miscellaneous Operating Expenses	-	0	0	0	0
5900 Communications	14,527	3,000	3,000	14,989	462
5915 Postage and Delivery	4,844	10,000	10,000	9,000	4,156
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>2,139,819</b>	<b>3,276,235</b>	<b>2,924,353</b>	<b>2,940,401</b>	<b>800,582</b>
<b>Capital Outlay &amp; Depreciation</b>					
6900 Depreciation	-	153,345	153,345	160,174	160,174
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>153,345</b>	<b>153,345</b>	<b>160,174</b>	<b>160,174</b>
<b>Other Outflows</b>					
7999 Uncategorized Expense	16,784	-	-	-	(16,784)
<b>SUBTOTAL - Other Outflows</b>	<b>16,784</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(16,784)</b>
<b>TOTAL EXPENSES</b>	<b>5,564,098</b>	<b>7,459,516</b>	<b>7,392,883</b>	<b>7,167,154</b>	<b>1,603,056</b>

**MSA-2**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	3,716,057	4,724,787	4,540,508	4,480,488	764,431
Federal Revenue	307,151	454,654	523,143	530,459	223,308
Other State Revenues	552,024	359,588	646,947	680,764	128,740
Local Revenues	39,967	58,680	38,679	40,006	39
Fundraising and Grants	27,827	20,550	23,464	30,051	2,224
<b>Total Revenue</b>	<b>4,643,025</b>	<b>5,618,259</b>	<b>5,772,741</b>	<b>5,761,767</b>	<b>1,118,742</b>
<b>Expenses</b>					
Compensation and Benefits	2,667,861	3,110,910	3,179,649	3,097,362	429,501
Books and Supplies	302,231	400,942	620,818	402,394	100,163
Services and Other Operating Expenditures	1,476,789	1,923,796	1,827,005	1,963,485	486,695
Depreciation	51,653	51,413	51,413	51,413	(240)
Other Outflows	30,177	-	-	-	(30,177)
<b>Total Expenses</b>	<b>4,528,712</b>	<b>5,487,060</b>	<b>5,678,885</b>	<b>5,514,654</b>	<b>985,942</b>
<b>Operating Income</b>	<b>114,313</b>	<b>131,198</b>	<b>93,856</b>	<b>247,113</b>	<b>132,800</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)		986,884	986,884	986,884	
Audit Adjustment		-	(89,798)	(89,798)	
Operating Income		131,198	93,856	247,113	
<b>Ending Fund Balance</b>		<b>1,118,082</b>	<b>990,942</b>	<b>1,144,199</b>	

**MSA-2  
Income Statement  
As of May FY2018**

	YTD	Budget		
			2nd Interim (Approved Revised Budget)	Current Forecast Remaining
KEY ASSUMPTIONS	Actual YTD	Adopted Budget		
<b>Enrollment Summary</b>				
4-6		100	100	100
7-8		180	178	178
9-12		205	192	192
<b>Total Enrolled</b>		<b>485</b>	<b>470</b>	<b>470</b>
<b>ADA %</b>				
4-6		96.0%	95.5%	94.5%
7-8		96.0%	95.5%	94.4%
9-12		96.0%	94.6%	92.9%
<b>Average ADA %</b>		<b>96.0%</b>	<b>95.1%</b>	<b>93.8%</b>
<b>ADA</b>				
4-6		96.00	95.50	94.52
7-8		172.80	169.99	168.00
9-12		196.80	181.69	178.36
<b>Total ADA</b>		<b>465.60</b>	<b>447.18</b>	<b>440.88</b>

**MSA-2**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
REVENUE	Actual YTD				
<b>LCFF Entitlement</b>					
8011 Charter Schools LCFF - State Aid	2,342,669	3,119,056	3,003,307	2,910,234	567,565
8012 Education Protection Account Entitlement	439,723	617,518	588,083	597,562	157,839
8019 State Aid - Prior Years	32	-	-	32	-
8096 Charter Schools in Lieu of Property Taxes	933,633	988,213	949,117	972,661	39,027
<b>SUBTOTAL - LCFF Entitlement</b>	<b>3,716,057</b>	<b>4,724,787</b>	<b>4,540,508</b>	<b>4,480,488</b>	<b>764,431</b>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	-	57,250	57,250	59,197	59,197
8220 Child Nutrition Programs	122,347	204,441	204,441	204,441	82,094
8291 Title I	143,410	147,067	208,077	213,458	70,048
8292 Title II	10,783	23,695	22,765	22,753	11,970
8296 Other Federal Revenue	30,610	22,200	30,610	30,610	(0)
<b>SUBTOTAL - Federal Revenue</b>	<b>307,151</b>	<b>454,654</b>	<b>523,143</b>	<b>530,459</b>	<b>223,308</b>
<b>Other State Revenue</b>					
8319 Other State Apportionments - Prior Years	9,743	-	14,130	14,130	4,387
8381 Special Education - Entitlement (State)	167,745	239,318	229,851	226,612	58,867
8382 Special Education Reimbursements (State) - MH	19,139	-	-	38,277	19,138
8520 Child Nutrition - State	11,731	20,081	20,081	20,081	8,350
8550 Mandated Cost Reimbursements	75,611	10,817	75,611	75,611	(0)
8560 State Lottery Revenue	47,533	89,371	86,753	85,531	37,998
8593 Prop 39 Clean Energy	220,522	-	220,522	220,522	-
<b>SUBTOTAL - Other State Revenue</b>	<b>552,024</b>	<b>359,588</b>	<b>646,947</b>	<b>680,764</b>	<b>128,740</b>
<b>Local Revenue</b>					
8634 Food Service Sales	3,203	425	2,000	3,242	39
8682 Summer Program	33,765	36,748	33,765	33,765	-
8690 Other Local Revenue	2,999	21,507	2,914	2,999	-
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	0

**MSA-2  
Income Statement  
As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget			
<b>SUBTOTAL - Local Revenue</b>	<b>39,967</b>	<b>58,680</b>	<b>38,679</b>	<b>40,006</b>	<b>39</b>
<b>Fundraising and Grants</b>					
8801 Donations - Parents	-	550	-	-	-
8802 Donations - Private	-	5,000	2,914	2,224	2,224
8803 Fundraising	27,827	15,000	20,550	27,827	-
<b>SUBTOTAL - Fundraising and Grants</b>	<b>27,827</b>	<b>20,550</b>	<b>23,464</b>	<b>30,051</b>	<b>2,224</b>
<b>TOTAL REVENUE</b>	<b>4,643,025</b>	<b>5,618,259</b>	<b>5,772,741</b>	<b>5,761,767</b>	<b>1,118,742</b>

**MSA-2**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	1,366,944	1,400,113	1,562,835	1,559,327	192,383
1300 Certificated Supervisor & Administrator Salaries	297,894	556,444	389,684	327,184	29,290
<b>SUBTOTAL - Certificated Salaries</b>	<b>1,664,838</b>	<b>1,956,557</b>	<b>1,952,519</b>	<b>1,886,511</b>	<b>221,673</b>
<b>Classified Salaries</b>					
2400 Classified Clerical & Office Salaries	130,633	153,750	163,302	152,913	22,280
2900 Classified Other Salaries	217,313	168,000	220,020	226,733	9,420
<b>SUBTOTAL - Classified Salaries</b>	<b>347,946</b>	<b>321,750</b>	<b>383,322</b>	<b>379,646</b>	<b>31,700</b>
<b>Employee Benefits</b>					
3100 STRS	240,016	275,743	274,511	264,192	24,177
3200 PERS	47,312	49,971	59,534	58,963	11,651
3300 OASDI-Medicare-Alternative	48,483	55,815	60,745	59,848	11,365
3400 Health & Welfare Benefits	301,474	420,974	420,974	420,974	119,499
3500 Unemployment Insurance	1,026	4,139	1,441	1,411	384
3600 Workers Comp Insurance	16,766	25,654	26,302	25,517	8,751
3900 Other Employee Benefits	-	308	301	301	301
<b>SUBTOTAL - Employee Benefits</b>	<b>655,078</b>	<b>832,603</b>	<b>843,808</b>	<b>831,205</b>	<b>176,128</b>
<b>Books &amp; Supplies</b>					
4100 Approved Textbooks & Core Curricula Materials	11,452	20,000	20,000	18,819	7,367
4320 Educational Software	41,203	35,000	44,321	44,321	3,118
4325 Instructional Materials & Supplies	27,143	25,000	25,034	27,143	-
4326 Art & Music Supplies	(0)	-	-	-	0
4330 Office Supplies	7,503	5,000	5,000	7,407	(96)
4335 PE Supplies	1,299	-	418	1,299	(0)
4345 Non Instructional Student Materials & Supplies	4,439	9,500	9,500	6,837	2,398



**MSA-2**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
4361 PY Supplies Expenses (not accrued)	1,921	-	1,921	1,921	(0)
4400 Noncapitalized Equipment	1,567	25,000	235,522	15,000	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	483
4430 Non Classroom Related Furniture, Equipment & Supplies	398	10,000	6,000	6,000	5,602
4700 Food	-	247,442	-	-	-
4710 Student Food Services	188,577	-	248,102	248,648	60,071
4720 Other Food	4,101	10,000	8,000	8,000	3,899
<b>SUBTOTAL - Books and Supplies</b>	<b>302,231</b>	<b>400,942</b>	<b>620,818</b>	<b>402,394</b>	<b>100,163</b>
<b>Services &amp; Other Operating Expenses</b>					
5101 CMO Fees	-	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	6,306	6,000	6,000	6,306	-
5450 Insurance - Other	21,942	23,664	25,224	24,918	2,976
5500 Operations & Housekeeping	12,234	-	1,924	17,000	4,766
5605 Equipment Leases	12,628	13,390	16,390	16,390	3,762
5610 Rent	-	24,000	-	-	-
5611 Prop 39 Related Costs	-	149,352	149,352	149,352	149,352
5615 Repairs and Maintenance - Building	22,345	5,000	17,000	22,345	-
5617 Repairs and Maintenance - Other Equipment	4,974	-	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	1,966	8,780	-
5814 School Programs - Academic Competitions	16,306	1,557	6,491	16,306	-
5819 School Programs - Other	18,370	6,180	6,180	18,370	-
5820 Consultants - Non Instructional	7,486	23,000	18,000	18,000	10,514
5822 Other Professional Services	35,241	84,714	49,044	49,044	13,802
5824 District Oversight Fees	-	47,248	45,405	44,805	44,805
5830 Field Trips Expenses	10,931	20,600	10,600	13,600	2,669
5833 Fines and Penalties	2,973	-	703	3,003	30

**MSA-2**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
5845 Legal Fees	3,611	20,000	20,000	20,000	16,389
5851 Marketing and Student Recruiting	7,170	24,720	19,000	14,610	7,440
5857 Payroll Fees	13,611	21,967	20,660	20,660	7,049
5858 CMO Fees Expense	987,475	-	1,077,245	1,077,245	89,770
5861 Prior Yr Exp (not accrued)	918	-	345	919	0
5863 Professional Development	8,347	35,000	15,000	12,000	3,653
5864 Professional Development - Tuition Reimbursement	4,051	50,500	45,500	45,500	41,449
5869 Special Education Contract Instructors	64,533	150,000	120,000	120,000	55,467
5872 Special Education Encroachment	15,292	20,122	11,809	11,777	(3,515)
5884 Substitutes	115,898	48,000	48,000	117,388	1,490
5887 Technology Services	49,091	72,250	62,858	62,858	13,766
5898 Bad Debt Expense	(1)	-	(1)	(1)	-
5900 Communications	19,060	3,000	3,000	23,000	3,940
5915 Postage and Delivery	6,770	6,781	6,781	6,781	11
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,476,789</b>	<b>1,923,796</b>	<b>1,827,005</b>	<b>1,963,485</b>	<b>486,695</b>
<b>Capital Outlay &amp; Depreciation</b>					
6900 Depreciation	51,653	51,413	51,413	51,413	(240)
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>51,653</b>	<b>51,413</b>	<b>51,413</b>	<b>51,413</b>	<b>(240)</b>
<b>Other Outflows</b>					
7999 Uncategorized Expense	30,177	-	-	-	(30,177)
<b>SUBTOTAL - Other Outflows</b>	<b>30,177</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(30,177)</b>
<b>TOTAL EXPENSES</b>	<b>4,528,712</b>	<b>5,487,060</b>	<b>5,678,885</b>	<b>5,514,654</b>	<b>985,942</b>

**MSA-3**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	3,778,876	4,463,366	4,404,123	4,465,612	686,737
Federal Revenue	227,499	485,007	516,116	499,769	272,270
Other State Revenues	648,742	447,300	749,119	785,415	136,673
Local Revenues	55,681	40,578	45,366	58,266	2,586
Fundraising and Grants	26,429	19,617	14,735	27,058	629
<b>Total Revenue</b>	<b>4,737,226</b>	<b>5,455,868</b>	<b>5,729,459</b>	<b>5,836,121</b>	<b>1,098,895</b>
<b>Expenses</b>					
Compensation and Benefits	2,618,818	2,824,322	2,884,881	2,844,938	226,120
Books and Supplies	225,444	434,314	629,654	389,259	163,816
Services and Other Operating Expenditures	1,742,165	2,058,008	2,099,505	2,146,320	404,155
Depreciation	35,010	19,096	19,096	20,723	(14,286)
Other Outflows	2,560	-	-	-	(2,560)
<b>Total Expenses</b>	<b>4,623,996</b>	<b>5,335,741</b>	<b>5,633,136</b>	<b>5,401,240</b>	<b>777,244</b>
<b>Operating Income</b>	<b>113,230</b>	<b>120,127</b>	<b>96,323</b>	<b>434,880</b>	<b>321,650</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)		659,803	659,803	659,803	
Audit Adjustment		-	(27,842)	(27,842)	
Operating Income		120,127	96,323	434,880	
<b>Ending Fund Balance</b>		<b>779,930</b>	<b>728,284</b>	<b>1,066,841</b>	

**MSA-3  
Income Statement  
As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>KEY ASSUMPTIONS</b>					
<b>Enrollment Summary</b>					
4-6		90	88	88	
7-8		185	178	178	
9-12		185	195	195	
<b>Total Enrolled</b>		<b>460</b>	<b>461</b>	<b>461</b>	
<b>ADA %</b>					
4-6		96.1%	95.0%	96.6%	
7-8		96.1%	95.0%	95.9%	
9-12		96.1%	93.5%	95.3%	
<b>Average ADA %</b>		<b>96.1%</b>	<b>94.4%</b>	<b>95.8%</b>	
<b>ADA</b>					
4-6		86.49	83.60	85.04	
7-8		177.79	169.10	170.72	
9-12		177.79	182.28	185.74	
<b>Total ADA</b>		<b>442.06</b>	<b>434.98</b>	<b>441.50</b>	

**MSA-3**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>REVENUE</b>					
<b>LCFF Entitlement</b>					
8011 Charter Schools LCFF - State Aid	2,376,745	2,942,837	2,912,781	2,897,252	520,507
8012 Education Protection Account Entitlement	447,233	582,279	568,118	594,301	147,068
8019 State Aid - Prior Years	31	-	-	31	-
8096 Charter Schools in Lieu of Property Taxes	954,867	938,250	923,223	974,028	19,162
<b>SUBTOTAL - LCFF Entitlement</b>	<b>3,778,876</b>	<b>4,463,366</b>	<b>4,404,123</b>	<b>4,465,612</b>	<b>686,737</b>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	-	57,500	57,500	59,455	59,455
8220 Child Nutrition Programs	87,668	242,790	242,790	222,790	135,122
8291 Title I	120,664	140,237	171,545	173,243	52,579
8292 Title II	10,115	22,280	20,287	20,287	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	-
<b>SUBTOTAL - Federal Revenue</b>	<b>227,499</b>	<b>485,007</b>	<b>516,116</b>	<b>499,769</b>	<b>272,270</b>
<b>Other State Revenue</b>					
8319 Other State Apportionments - Prior Years	9,957	-	11,313	11,313	1,357
8381 Special Education - Entitlement (State)	171,815	227,219	223,580	226,931	55,116
8382 Special Education Reimbursements (State) - MH	15,840	-	-	31,680	15,840
8520 Child Nutrition - State	6,330	20,725	20,725	20,725	14,395
8550 Mandated Cost Reimbursements	75,486	10,903	75,486	75,486	(0)
8560 State Lottery Revenue	47,008	84,853	84,386	85,651	38,643
8593 Prop 39 Clean Energy	220,395	-	220,395	220,395	-
8596 ASES	101,911	103,600	113,234	113,234	11,323
<b>SUBTOTAL - Other State Revenue</b>	<b>648,742</b>	<b>447,300</b>	<b>749,119</b>	<b>785,415</b>	<b>136,673</b>
<b>Local Revenue</b>					
8634 Food Service Sales	2,420	1,270	4,270	4,270	1,850
8682 Summer Program	25,422	34,158	25,422	25,422	-

**MSA-3**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget			
8690 Other Local Revenue	3,714	5,150	4,450	4,450	736
8693 Field Trips	18,100	-	5,200	18,100	-
8699 All Other Local Revenue	6,024	-	6,024	6,024	(0)
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	0
8999 Uncategorized Revenue	(0)	-	-	-	0
<b>SUBTOTAL - Local Revenue</b>	<b>55,681</b>	<b>40,578</b>	<b>45,366</b>	<b>58,266</b>	<b>2,586</b>
<b>Fundraising and Grants</b>					
8801 Donations - Parents	-	1,957	-	-	-
8802 Donations - Private	135	4,179	2,575	764	629
8803 Fundraising	26,294	13,481	12,160	26,294	-
<b>SUBTOTAL - Fundraising and Grants</b>	<b>26,429</b>	<b>19,617</b>	<b>14,735</b>	<b>27,058</b>	<b>629</b>
<b>TOTAL REVENUE</b>	<b>4,737,226</b>	<b>5,455,868</b>	<b>5,729,459</b>	<b>5,836,121</b>	<b>1,098,895</b>



**MSA-3**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	1,109,530	1,394,762	1,314,659	1,277,031	167,501
1300 Certificated Supervisor & Administrator Salaries	297,648	426,823	300,953	313,652	16,005
<b>SUBTOTAL - Certificated Salaries</b>	<b>1,407,178</b>	<b>1,821,584</b>	<b>1,615,612</b>	<b>1,590,683</b>	<b>183,506</b>
<b>Classified Salaries</b>					
2400 Classified Clerical & Office Salaries	195,154	145,000	194,236	194,236	(918)
2900 Classified Other Salaries	354,449	183,386	369,117	360,809	6,360
<b>SUBTOTAL - Classified Salaries</b>	<b>549,603</b>	<b>328,386</b>	<b>563,353</b>	<b>555,045</b>	<b>5,442</b>
<b>Employee Benefits</b>					
3100 STRS	201,583	253,256	223,135	218,744	17,161
3200 PERS	77,979	51,002	86,974	85,684	7,705
3300 OASDI-Medicare-Alternative	63,377	55,659	70,818	70,162	6,785
3400 Health & Welfare Benefits	292,227	285,053	296,922	296,922	4,695
3500 Unemployment Insurance	5,933	4,075	1,350	1,355	(4,577)
3600 Workers Comp Insurance	20,829	24,209	24,535	24,161	3,332
3900 Other Employee Benefits	109	1,098	2,180	2,180	2,071
<b>SUBTOTAL - Employee Benefits</b>	<b>662,038</b>	<b>674,352</b>	<b>705,916</b>	<b>699,210</b>	<b>37,172</b>
<b>Books &amp; Supplies</b>					
4100 Approved Textbooks & Core Curricula Materials	19,072	10,000	20,000	20,000	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	2,609
4325 Instructional Materials & Supplies	9,226	30,000	30,583	25,789	16,564
4326 Art & Music Supplies	1,762	5,000	5,000	5,000	3,238
4330 Office Supplies	12,140	10,000	10,000	12,140	-

**MSA-3**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
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	4,581	10,000	6,000	6,000	1,419
4350 Uniforms	3,597	5,000	1,000	3,653	56
4361 PY Supplies Expenses (not accrued)	(576)	-	-	-	576
4400 Noncapitalized Equipment	7,405	18,000	238,395	18,000	10,595
4410 Classroom Furniture, Equipment & Supplies	5,145	5,000	5,200	5,200	55
4420 Computers (individual items less than \$5k)	8,758	15,000	8,400	9,400	642
4430 Non Classroom Related Furniture, Equipment & Supplies	2,111	5,000	4,800	3,800	1,689
4700 Food	-	291,264	-	-	-
4710 Student Food Services	106,078	-	244,264	224,264	118,186
4720 Other Food	4,239	8,000	8,000	8,000	3,761
<b>SUBTOTAL - Books and Supplies</b>	<b>225,444</b>	<b>434,314</b>	<b>629,654</b>	<b>389,259</b>	<b>163,816</b>
<b>Services &amp; Other Operating Expenses</b>					
5101 CMO Fees	-	949,358	-	-	-
5200 Travel & Conferences	-	-	-	138	138
5210 Conference Fees	-	3,000	3,000	2,862	2,862
5215 Travel - Mileage, Parking, Tolls	402	4,120	4,120	4,120	3,718
5220 Travel and Lodging	-	500	500	500	500
5300 Dues & Memberships	5,890	10,000	10,000	10,000	4,110
5450 Insurance - Other	22,314	23,497	25,280	25,280	2,966
5500 Operations & Housekeeping	1,199	5,000	5,000	4,497	3,298
5605 Equipment Leases	16,103	15,600	15,600	16,103	-
5611 Prop 39 Related Costs	225,146	318,990	290,380	290,380	65,234
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	1,319
5803 Accounting Fees	-	10,300	10,300	10,013	10,013
5809 Banking Fees	-	500	500	500	500
5813 School Programs - After School Program	115,629	103,600	113,234	115,629	-
5814 School Programs - Academic Competitions	130	800	800	800	670
5819 School Programs - Other	19,204	20,000	20,000	20,000	796

**MSA-3**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
5820 Consultants - Non Instructional	7,488	25,000	15,000	15,000	7,513
5822 Other Professional Services	93,435	117,596	129,152	121,581	28,147
5824 District Oversight Fees	-	44,634	44,041	44,656	44,656
5830 Field Trips Expenses	29,373	20,000	20,300	35,300	5,927
5833 Fines and Penalties	1,516	-	61	1,516	-
5845 Legal Fees	17,490	20,000	25,000	25,000	7,510
5851 Marketing and Student Recruiting	11,168	15,450	15,450	15,450	4,282
5857 Payroll Fees	13,280	24,720	24,720	24,720	11,440
5858 CMO Fees Expense	883,692	-	976,253	976,253	92,561
5861 Prior Yr Exp (not accrued)	9,583	-	57,385	54,360	44,777
5863 Professional Development	3,125	51,000	19,875	9,875	6,750
5864 Professional Development - Tuition Reimbursement	3,000	13,000	11,000	11,000	8,000
5869 Special Education Contract Instructors	65,431	60,255	60,255	65,431	-
5872 Special Education Encroachment	-	19,293	11,264	11,296	11,296
5875 Staff Recruiting	-	300	300	300	300
5884 Substitutes	121,806	85,000	85,000	125,000	3,194
5887 Technology Services	57,535	74,800	75,867	75,867	18,332
5898 Bad Debt Expense	3,025	-	-	3,025	(0)
5900 Communications	9,889	3,000	9,672	9,889	-
5915 Postage and Delivery	3,586	6,695	6,695	6,478	2,892
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,742,165</b>	<b>2,058,008</b>	<b>2,099,505</b>	<b>2,146,320</b>	<b>404,155</b>
<b>Capital Outlay &amp; Depreciation</b>					
6900 Depreciation	35,010	19,096	19,096	20,723	(14,286)
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>35,010</b>	<b>19,096</b>	<b>19,096</b>	<b>20,723</b>	<b>(14,286)</b>
<b>Other Outflows</b>					
7999 Uncategorized Expense	2,560	-	-	-	(2,560)
<b>SUBTOTAL - Other Outflows</b>	<b>2,560</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(2,560)</b>
<b>TOTAL EXPENSES</b>	<b>4,623,996</b>	<b>5,335,741</b>	<b>5,633,136</b>	<b>5,401,240</b>	<b>777,244</b>

**MSA-4**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	1,473,522	1,875,756	1,697,825	1,716,446	242,924
Federal Revenue	164,670	259,640	240,169	241,824	77,154
Other State Revenues	356,390	150,859	374,018	374,896	18,506
Local Revenues	27,669	22,035	26,946	28,058	389
Fundraising and Grants	9,352	3,000	5,517	10,368	1,017
<b>Total Revenue</b>	<b>2,031,603</b>	<b>2,311,290</b>	<b>2,344,475</b>	<b>2,371,593</b>	<b>339,990</b>
<b>Expenses</b>					
Compensation and Benefits	947,838	1,337,560	1,085,264	1,110,255	162,417
Books and Supplies	98,918	113,174	380,027	176,221	77,303
Services and Other Operating Expenditures	618,691	789,378	835,279	839,371	220,680
Depreciation	14,355	15,656	15,656	15,656	1,301
Other Outflows	12,940	-	-	-	(12,940)
<b>Total Expenses</b>	<b>1,692,742</b>	<b>2,255,768</b>	<b>2,316,226</b>	<b>2,141,504</b>	<b>448,762</b>
<b>Operating Income</b>	<b>338,861</b>	<b>55,522</b>	<b>28,249</b>	<b>230,089</b>	<b>(108,771)</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)		917,537	917,537	917,537	
Audit Adjustment		-	112,622	112,622	
Operating Income		55,522	28,249	230,089	
<b>Ending Fund Balance</b>		<b>973,059</b>	<b>1,058,408</b>	<b>1,260,248</b>	

**MSA-4**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>KEY ASSUMPTIONS</b>					
<b>Enrollment Summary</b>					
4-6		17	4	4	
7-8		54	43	43	
9-12		122	129	129	
<b>Total Enrolled</b>		<b>193</b>	<b>176</b>	<b>176</b>	
<b>ADA %</b>					
4-6		91.6%	91.6%	94.3%	
7-8		97.3%	97.0%	97.0%	
9-12		97.1%	94.4%	94.9%	
<b>Average ADA %</b>		<b>96.7%</b>	<b>95.0%</b>	<b>95.4%</b>	
<b>ADA</b>					
4-6		15.57	3.66	3.77	
7-8		52.52	41.71	41.70	
9-12		118.45	121.83	122.40	
<b>Total ADA</b>		<b>186.54</b>	<b>167.20</b>	<b>167.87</b>	

**MSA-4**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget			
<b>REVENUE</b>					
<b>LCFF Entitlement</b>					
8011 Charter Schools LCFF - State Aid	933,670	1,223,980	1,115,559	1,110,783	177,113
8012 Education Protection Account Entitlement	176,182	255,854	227,392	235,298	59,116
8019 State Aid - Prior Years	13	-	-	13	-
8096 Charter Schools in Lieu of Property Taxes	363,657	395,922	354,874	370,351	6,695
<b>SUBTOTAL - LCFF Entitlement</b>	<b>1,473,522</b>	<b>1,875,756</b>	<b>1,697,825</b>	<b>1,716,446</b>	<b>242,924</b>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	30,795	36,535	32,733	32,864	2,068
8220 Child Nutrition Programs	33,301	34,703	34,703	34,703	1,402
8291 Title I	37,329	52,532	58,408	59,935	22,606
8292 Title II	3,737	8,713	7,494	7,490	3,753
8296 Other Federal Revenue	59,237	127,158	100,072	100,072	40,835
8297 PY Federal - Not Accrued	271	-	271	271	-
8299 All Other Federal Revenue	-	-	6,489	6,489	6,489
<b>SUBTOTAL - Federal Revenue</b>	<b>164,670</b>	<b>259,640</b>	<b>240,169</b>	<b>241,824</b>	<b>77,154</b>
<b>Other State Revenue</b>					
8319 Other State Apportionments - Prior Years	852	-	851	852	-
8381 Special Education - Entitlement (State)	89,648	106,683	95,665	96,048	6,401
8520 Child Nutrition - State	2,776	2,412	2,412	2,776	-
8550 Mandated Cost Reimbursements	33,780	5,958	33,780	33,780	0
8560 State Lottery Revenue	20,461	35,806	32,437	32,567	12,106
8593 Prop 39 Clean Energy	208,873	-	208,873	208,873	-
<b>SUBTOTAL - Other State Revenue</b>	<b>356,390</b>	<b>150,859</b>	<b>374,018</b>	<b>374,896</b>	<b>18,506</b>
<b>Local Revenue</b>					
8634 Food Service Sales	1,098	137	1,487	1,487	389
8682 Summer Program	17,852	21,898	17,852	17,852	-
8690 Other Local Revenue	1,017	-	1,017	1,017	-



**MSA-4  
Income Statement  
As of May FY2018**

	YTD	Budget			
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD				
8715 Option 3	7,703	-	6,590	7,703	-
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	0
<b>SUBTOTAL - Local Revenue</b>	<b>27,669</b>	<b>22,035</b>	<b>26,946</b>	<b>28,058</b>	<b>389</b>
<b>Fundraising and Grants</b>					
8802 Donations - Private	-	-	1,017	1,017	1,017
8803 Fundraising	9,352	3,000	4,500	9,352	-
<b>SUBTOTAL - Fundraising and Grants</b>	<b>9,352</b>	<b>3,000</b>	<b>5,517</b>	<b>10,368</b>	<b>1,017</b>
<b>TOTAL REVENUE</b>	<b>2,031,603</b>	<b>2,311,290</b>	<b>2,344,475</b>	<b>2,371,593</b>	<b>339,990</b>

**MSA-4**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	495,864	634,333	559,380	559,835	63,971
1300 Certificated Supervisor & Administrator Salaries	156,603	296,672	179,021	182,521	25,918
<b>SUBTOTAL - Certificated Salaries</b>	<b>652,466</b>	<b>931,005</b>	<b>738,401</b>	<b>742,356</b>	<b>89,890</b>
<b>Classified Salaries</b>					
2400 Classified Clerical & Office Salaries	62,458	84,500	59,891	76,201	13,744
2900 Classified Other Salaries	23,443	24,000	24,066	24,066	622
<b>SUBTOTAL - Classified Salaries</b>	<b>85,901</b>	<b>108,500</b>	<b>83,957</b>	<b>100,267</b>	<b>14,366</b>
<b>Employee Benefits</b>					
3100 STRS	80,787	131,063	102,694	103,336	22,549
3200 PERS	11,259	9,940	13,039	15,572	4,313
3300 OASDI-Medicare-Alternative	18,206	23,209	18,787	20,061	1,856
3400 Health & Welfare Benefits	89,227	118,450	118,450	118,450	29,223
3500 Unemployment Insurance	847	3,520	474	522	(325)
3600 Workers Comp Insurance	9,145	11,705	9,260	9,488	343
3900 Other Employee Benefits	0	169	203	203	202
<b>SUBTOTAL - Employee Benefits</b>	<b>209,471</b>	<b>298,055</b>	<b>262,906</b>	<b>267,632</b>	<b>58,161</b>
<b>Books &amp; Supplies</b>					
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	4,314
4325 Instructional Materials & Supplies	4,552	20,000	30,563	30,563	26,011
4326 Art & Music Supplies	25	-	25	25	-
4330 Office Supplies	7,796	5,000	14,724	14,724	6,928
4335 PE Supplies	-	-	5,000	5,000	5,000
4345 Non Instructional Student Materials & Supplies	245	9,000	9,000	9,000	8,755

**MSA-4**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget			
4361 PY Supplies Expenses (not accrued)	(337)	-	-	-	337
4410 Classroom Furniture, Equipment & Supplies	2,646	5,047	25,000	11,430	8,784
4700 Food	-	40,977	1,000	1,000	1,000
4710 Student Food Services	53,399	-	41,362	60,000	6,601
4720 Other Food	1,065	5,000	5,000	5,000	3,935
<b>SUBTOTAL - Books and Supplies</b>	<b>98,918</b>	<b>113,174</b>	<b>380,027</b>	<b>176,221</b>	<b>77,303</b>
<b>Services &amp; Other Operating Expenses</b>					
5101 CMO Fees	-	78,568	-	-	-
5200 Travel & Conferences	395	4,120	4,070	3,570	3,175
5210 Conference Fees	-	5,150	5,150	5,150	5,150
5215 Travel - Mileage, Parking, Tolls	372	-	50	550	178
5300 Dues & Memberships	2,514	4,434	4,434	4,434	1,920
5450 Insurance - Other	9,972	11,388	10,248	10,248	276
5500 Operations & Housekeeping	471	498	498	498	28
5605 Equipment Leases	15,864	15,000	21,489	21,489	5,625
5611 Prop 39 Related Costs	117,694	147,310	131,925	131,925	14,231
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
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	1,301
5819 School Programs - Other	3,192	1,545	1,545	3,192	-
5820 Consultants - Non Instructional	7,092	9,802	9,802	9,802	2,710
5822 Other Professional Services	73,520	76,854	100,674	92,318	18,798
5824 District Oversight Fees	15,944	18,758	16,978	17,164	1,221
5830 Field Trips Expenses	2,451	10,000	10,000	10,000	7,549
5833 Fines and Penalties	544	-	-	544	-
5845 Legal Fees	6,799	25,000	25,000	25,000	18,201
5851 Marketing and Student Recruiting	9,008	10,000	7,000	9,008	-
5857 Payroll Fees	9,422	9,888	9,888	9,888	466

**MSA-4**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD				
5858 CMO Fees Expense	74,061	-	80,793	80,793	6,732
5861 Prior Yr Exp (not accrued)	(39)	-	489	489	527
5863 Professional Development	2,875	25,620	25,620	19,476	16,601
5864 Professional Development - Tuition Reimbursement	-	30,000	25,000	25,000	25,000
5869 Special Education Contract Instructors	54,195	89,610	89,610	89,610	35,416
5872 Special Education Encroachment	24,089	28,644	25,680	25,782	1,694
5884 Substitutes	79,121	30,000	70,950	83,000	3,879
5887 Technology Services	37,244	67,290	67,176	67,176	29,932
5893 Transportation - Student	65,701	69,010	62,000	65,701	-
5898 Bad Debt Expense	1	-	1	1	-
5900 Communications	2,096	3,000	4,320	4,320	2,224
5915 Postage and Delivery	1,672	2,060	2,060	2,060	388
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>618,691</b>	<b>789,378</b>	<b>835,279</b>	<b>839,371</b>	<b>220,680</b>
<b>Capital Outlay &amp; Depreciation</b>					
6900 Depreciation	14,355	15,656	15,656	15,656	1,301
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>14,355</b>	<b>15,656</b>	<b>15,656</b>	<b>15,656</b>	<b>1,301</b>
<b>Other Outflows</b>					
7999 Uncategorized Expense	12,940	-	-	-	(12,940)
<b>SUBTOTAL - Other Outflows</b>	<b>12,940</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(12,940)</b>
<b>TOTAL EXPENSES</b>	<b>1,692,742</b>	<b>2,255,768</b>	<b>2,316,226</b>	<b>2,141,504</b>	<b>448,762</b>

**MSA-5**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	1,632,806	1,939,936	1,958,592	1,930,914	298,108
Federal Revenue	172,539	226,461	246,483	247,385	74,845
Other State Revenues	366,881	180,136	423,857	421,755	54,874
Local Revenues	108,335	28,536	148,604	155,940	47,605
Fundraising and Grants	-	1,000	2,017	2,017	2,017
<b>Total Revenue</b>	<b>2,280,561</b>	<b>2,376,069</b>	<b>2,779,553</b>	<b>2,758,010</b>	<b>477,449</b>
<b>Expenses</b>					
Compensation and Benefits	1,265,182	1,399,666	1,460,085	1,441,167	175,985
Books and Supplies	155,966	225,109	484,210	284,646	128,680
Services and Other Operating Expenditures	487,375	675,372	709,346	709,404	222,029
Depreciation	15,763	11,400	18,908	18,908	3,145
Other Outflows	1,183	-	-	-	(1,183)
<b>Total Expenses</b>	<b>1,925,469</b>	<b>2,311,546</b>	<b>2,672,550</b>	<b>2,454,125</b>	<b>528,656</b>
<b>Operating Income</b>	<b>355,092</b>	<b>64,523</b>	<b>107,003</b>	<b>303,885</b>	<b>(51,207)</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)		1,212,490	1,212,490	1,212,490	
Audit Adjustment		-	163,067	163,067	
Operating Income		64,523	107,003	303,885	
<b>Ending Fund Balance</b>		<b>1,277,013</b>	<b>1,482,560</b>	<b>1,679,442</b>	

**MSA-5  
Income Statement  
As of May FY2018**

	YTD	Budget			
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
KEY ASSUMPTIONS	Actual YTD				
<b>Enrollment Summary</b>					
4-6		50	61	61	
7-8		105	107	107	
9-12		55	45	45	
<b>Total Enrolled</b>		<b>210</b>	<b>213</b>	<b>213</b>	
<b>ADA %</b>					
4-6		95.1%	95.1%	96.8%	
7-8		94.0%	93.7%	93.0%	
9-12		93.8%	93.6%	87.0%	
<b>Average ADA %</b>		<b>94.2%</b>	<b>94.1%</b>	<b>92.8%</b>	
<b>ADA</b>					
4-6		47.56	58.02	59.05	
7-8		98.68	100.26	99.46	
9-12		51.59	42.12	39.15	
<b>Total ADA</b>		<b>197.83</b>	<b>200.40</b>	<b>197.66</b>	

**MSA-5**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget			
<b>REVENUE</b>					
<b>LCFF Entitlement</b>					
8011 Charter Schools LCFF - State Aid	1,003,359	1,260,016	1,272,064	1,229,332	225,973
8012 Education Protection Account Entitlement	201,115	260,027	261,182	265,498	64,383
8019 State Aid - Prior Years	10	-	-	10	-
8096 Charter Schools in Lieu of Property Taxes	428,322	419,893	425,347	436,074	7,751
<b>SUBTOTAL - LCFF Entitlement</b>	<b>1,632,806</b>	<b>1,939,936</b>	<b>1,958,592</b>	<b>1,930,914</b>	<b>298,108</b>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	36,668	38,747	39,233	38,696	2,028
8291 Title I	67,094	83,269	96,012	97,455	30,361
8292 Title II	4,134	7,948	8,550	8,546	4,412
8296 Other Federal Revenue	64,644	96,497	96,497	96,497	31,853
8299 All Other Federal Revenue	-	-	6,191	6,191	6,191
<b>SUBTOTAL - Federal Revenue</b>	<b>172,539</b>	<b>226,461</b>	<b>246,483</b>	<b>247,385</b>	<b>74,845</b>
<b>Other State Revenue</b>					
8319 Other State Apportionments - Prior Years	3,444	-	3,444	3,444	0
8381 Special Education - Entitlement (State)	106,742	113,142	114,663	113,093	6,351
8550 Mandated Cost Reimbursements	29,162	2,932	29,163	29,163	1
8560 State Lottery Revenue	19,308	37,974	38,878	38,346	19,038
8593 Prop 39 Clean Energy	208,225	-	208,225	208,225	-
8596 ASES	-	26,088	29,484	29,484	29,484
<b>SUBTOTAL - Other State Revenue</b>	<b>366,881</b>	<b>180,136</b>	<b>423,857</b>	<b>421,755</b>	<b>54,874</b>
<b>Local Revenue</b>					
8682 Summer Program	17,880	17,178	17,880	17,880	-
8690 Other Local Revenue	1,017	11,358	1,017	1,017	-
8714 SpEd Option 3	69,366	-	119,000	119,000	49,634
8715 Option 3	18,044	-	10,708	18,044	0
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	0



**MSA-5**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD				
8999 Uncategorized Revenue	2,029	-	-	-	(2,029)
<b>SUBTOTAL - Local Revenue</b>	<b>108,335</b>	<b>28,536</b>	<b>148,604</b>	<b>155,940</b>	<b>47,605</b>
<b>Fundraising and Grants</b>					
8802 Donations - Private	-	-	1,017	1,017	1,017
8803 Fundraising	-	1,000	1,000	1,000	1,000
<b>SUBTOTAL - Fundraising and Grants</b>	<b>-</b>	<b>1,000</b>	<b>2,017</b>	<b>2,017</b>	<b>2,017</b>
<b>TOTAL REVENUE</b>	<b>2,280,561</b>	<b>2,376,069</b>	<b>2,779,553</b>	<b>2,758,010</b>	<b>477,449</b>

**MSA-5**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	641,411	732,541	730,827	715,522	74,111
1300 Certificated Supervisor & Administrator Salaries	167,867	165,000	195,000	198,000	30,133
<b>SUBTOTAL - Certificated Salaries</b>	<b>809,278</b>	<b>897,541</b>	<b>925,827</b>	<b>913,522</b>	<b>104,245</b>
<b>Classified Salaries</b>					
2400 Classified Clerical & Office Salaries	80,475	72,466	82,848	82,848	2,373
2900 Classified Other Salaries	49,744	40,950	47,595	44,162	(5,583)
<b>SUBTOTAL - Classified Salaries</b>	<b>130,219</b>	<b>113,416</b>	<b>130,443</b>	<b>127,010</b>	<b>(3,210)</b>
<b>Employee Benefits</b>					
3100 STRS	116,091	124,318	128,400	126,191	10,101
3200 PERS	23,280	17,615	20,259	19,726	(3,554)
3300 OASDI-Medicare-Alternative	24,895	23,924	25,636	25,381	486
3400 Health & Welfare Benefits	152,036	206,568	215,568	215,568	63,532
3500 Unemployment Insurance	497	3,505	663	657	160
3600 Workers Comp Insurance	8,886	11,383	11,894	11,716	2,830
3900 Other Employee Benefits	-	1,395	1,395	1,395	1,395
<b>SUBTOTAL - Employee Benefits</b>	<b>325,685</b>	<b>388,709</b>	<b>403,815</b>	<b>400,635</b>	<b>74,950</b>
<b>Books &amp; Supplies</b>					
4100 Approved Textbooks & Core Curricula Materials	18,220	22,000	18,220	18,220	-
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	18,379
4325 Instructional Materials & Supplies	13,808	11,000	45,536	45,536	31,729
4326 Art & Music Supplies	-	-	2,000	2,000	2,000
4330 Office Supplies	8,571	5,000	10,000	10,000	1,429

**MSA-5**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
4335 PE Supplies	-	-	2,000	2,000	2,000
4345 Non Instructional Student Materials & Supplies	1,939	5,000	5,000	5,000	3,061
4350 Uniforms	-	-	3,150	3,150	3,150
4351 Yearbook	900	-	1,500	1,500	600
4400 Noncapitalized Equipment	10,999	6,000	210,564	10,999	-
4410 Classroom Furniture, Equipment & Supplies	907	1,030	2,500	2,500	1,593
4420 Computers (individual items less than \$5k)	3,661	-	3,661	6,061	2,400
4430 Non Classroom Related Furniture, Equipment & Supplies	3,391	7,000	7,000	4,600	1,209
4700 Food	-	112,579	-	-	-
4710 Student Food Services	59,194	-	112,579	112,579	53,384
4720 Other Food	1,259	4,000	4,000	4,000	2,741
<b>SUBTOTAL - Books and Supplies</b>	<b>155,966</b>	<b>225,109</b>	<b>484,210</b>	<b>284,646</b>	<b>128,680</b>
<b>Services &amp; Other Operating Expenses</b>					
5101 CMO Fees	-	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	462	1,000	1,000	1,000	538
5300 Dues & Memberships	1,978	5,000	5,000	4,483	2,505
5450 Insurance - Other	11,277	7,214	10,760	11,277	(0)
5500 Operations & Housekeeping	293	-	500	500	207
5605 Equipment Leases	4,559	6,600	12,791	12,791	8,232
5611 Prop 39 Related Costs	104,296	150,132	119,195	119,195	14,899
5615 Repairs and Maintenance - Building	56	10,000	10,000	5,000	4,944
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	26,536	26,088	29,484	26,867	331
5814 School Programs - Academic Competitions	1,179	639	2,000	2,000	821
5819 School Programs - Other	918	391	391	3,008	2,090
5820 Consultants - Non Instructional	8,798	30,000	30,000	30,000	21,202
5822 Other Professional Services	28,874	26,000	56,843	43,301	14,427

**MSA-5**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
5824 District Oversight Fees	18,127	19,399	19,586	19,309	1,182
5830 Field Trips Expenses	5,235	5,000	10,000	15,000	9,765
5833 Fines and Penalties	878	-	-	877	(0)
5845 Legal Fees	7,121	25,000	25,000	23,536	16,415
5851 Marketing and Student Recruiting	5,302	10,000	10,000	9,800	4,498
5857 Payroll Fees	8,176	8,000	8,000	8,200	24
5858 CMO Fees Expense	80,608	-	80,793	80,793	185
5861 Prior Yr Exp (not accrued)	(1,293)	-	788	788	2,081
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	28,682	30,378	30,779	30,779	2,097
5875 Staff Recruiting	-	2,000	2,000	2,000	2,000
5884 Substitutes	37,028	15,000	25,000	38,000	972
5887 Technology Services	19,489	59,500	59,973	58,773	39,283
5898 Bad Debt Expense	-	0	-	-	-
5900 Communications	5,664	3,000	3,000	5,664	0
5915 Postage and Delivery	1,475	2,000	2,000	2,000	525
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>487,375</b>	<b>675,372</b>	<b>709,346</b>	<b>709,404</b>	<b>222,029</b>
<b>Capital Outlay &amp; Depreciation</b>					
6900 Depreciation	15,763	11,400	18,908	18,908	3,145
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>15,763</b>	<b>11,400</b>	<b>18,908</b>	<b>18,908</b>	<b>3,145</b>
<b>Other Outflows</b>					
7999 Uncategorized Expense	1,183	-	-	-	(1,183)
<b>SUBTOTAL - Other Outflows</b>	<b>1,183</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(1,183)</b>
<b>TOTAL EXPENSES</b>	<b>1,925,469</b>	<b>2,311,546</b>	<b>2,672,550</b>	<b>2,454,125</b>	<b>528,656</b>

**MSA-6**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	1,271,598	1,574,417	1,490,511	1,451,424	179,826
Federal Revenue	123,595	170,405	175,551	179,533	55,938
Other State Revenues	230,396	220,619	288,267	296,206	65,810
Local Revenues	8,766	-	8,630	9,965	1,200
Fundraising and Grants	16,771	15,000	14,749	16,771	-
<b>Total Revenue</b>	<b>1,651,126</b>	<b>1,980,442</b>	<b>1,977,707</b>	<b>1,953,899</b>	<b>302,774</b>
<b>Expenses</b>					
Compensation and Benefits	936,425	1,173,022	1,182,176	1,161,242	224,817
Books and Supplies	77,948	127,250	196,445	135,343	57,395
Services and Other Operating Expenditures	414,376	509,765	514,556	518,325	103,949
Depreciation	18,130	28,726	28,726	19,778	1,648
Other Outflows	6,761	-	-	-	(6,761)
<b>Total Expenses</b>	<b>1,453,640</b>	<b>1,838,764</b>	<b>1,921,903</b>	<b>1,834,689</b>	<b>381,049</b>
<b>Operating Income</b>	<b>197,486</b>	<b>141,678</b>	<b>55,804</b>	<b>119,211</b>	<b>(78,275)</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)		1,119,974	1,119,974	1,119,974	
Audit Adjustment		-	138,947	138,947	
Operating Income		141,678	55,804	119,211	
<b>Ending Fund Balance</b>		<b>1,261,652</b>	<b>1,314,725</b>	<b>1,378,132</b>	

**MSA-6  
Income Statement  
As of May FY2018**

	YTD	Budget		
			2nd Interim (Approved Revised Budget)	Current Forecast Remaining
KEY ASSUMPTIONS	Actual YTD	Adopted Budget		
<b>Enrollment Summary</b>				
4-6		60	48	48
7-8		114	116	116
<b>Total Enrolled</b>		<b>174</b>	<b>164</b>	<b>164</b>
<b>ADA %</b>				
4-6		97.0%	97.2%	91.7%
7-8		97.0%	97.2%	95.8%
<b>Average ADA %</b>		<b>97.0%</b>	<b>97.2%</b>	<b>94.6%</b>
<b>ADA</b>				
4-6		58.20	46.65	44.03
7-8		110.58	112.74	111.09
<b>Total ADA</b>		<b>168.78</b>	<b>159.39</b>	<b>155.12</b>

**MSA-6**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>REVENUE</b>					
<b>LCFF Entitlement</b>					
8011 Charter Schools LCFF - State Aid	778,806	1,004,648	954,121	910,504	131,698
8012 Education Protection Account Entitlement	151,387	211,542	198,089	198,687	47,300
8019 State Aid - Prior Years	11	-	-	11	-
8096 Charter Schools in Lieu of Property Taxes	341,394	358,227	338,301	342,223	828
<b>SUBTOTAL - LCFF Entitlement</b>	<b>1,271,598</b>	<b>1,574,417</b>	<b>1,490,511</b>	<b>1,451,424</b>	<b>179,826</b>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	28,956	33,057	31,204	30,368	1,412
8220 Child Nutrition Programs	22,480	54,279	54,279	54,279	31,799
8291 Title I	43,021	52,283	60,463	62,038	19,017
8292 Title II	3,691	8,586	7,405	7,401	3,710
8296 Other Federal Revenue	25,447	22,200	22,200	25,447	(0)
<b>SUBTOTAL - Federal Revenue</b>	<b>123,595</b>	<b>170,405</b>	<b>175,551</b>	<b>179,533</b>	<b>55,938</b>
<b>Other State Revenue</b>					
8319 Other State Apportionments - Prior Years	2,772	-	110	2,772	0
8381 Special Education - Entitlement (State)	84,293	96,526	91,197	88,753	4,461
8520 Child Nutrition - State	1,795	3,800	3,800	3,800	2,005
8545 School Facilities Apportionments	28,915	85,500	68,400	76,950	48,035
8550 Mandated Cost Reimbursements	27,942	2,397	27,942	27,942	(0)
8560 State Lottery Revenue	18,783	32,397	30,922	30,093	11,310
8593 Prop 39 Clean Energy	65,896	-	65,896	65,896	-
<b>SUBTOTAL - Other State Revenue</b>	<b>230,396</b>	<b>220,619</b>	<b>288,267</b>	<b>296,206</b>	<b>65,810</b>
<b>Local Revenue</b>					
8690 Other Local Revenue	949	-	2,149	2,149	1,200
8715 Option 3	7,817	-	6,482	7,817	(0)
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	0
<b>SUBTOTAL - Local Revenue</b>	<b>8,766</b>	<b>-</b>	<b>8,630</b>	<b>9,965</b>	<b>1,200</b>



**MSA-6  
Income Statement  
As of May FY2018**

**Fundraising and Grants**  
 8802 Donations - Private  
 8803 Fundraising  
**SUBTOTAL - Fundraising and Grants**

**TOTAL REVENUE**

YTD	Budget			
Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
3,887	5,000	5,949	3,887	-
12,884	10,000	8,800	12,884	-
<b>16,771</b>	<b>15,000</b>	<b>14,749</b>	<b>16,771</b>	-
<b>1,651,126</b>	<b>1,980,442</b>	<b>1,977,707</b>	<b>1,953,899</b>	<b>302,774</b>

**MSA-6**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	437,624	406,727	526,350	526,350	88,726
1300 Certificated Supervisor & Administrator Salaries	165,842	311,075	175,824	179,324	13,482
<b>SUBTOTAL - Certificated Salaries</b>	<b>603,466</b>	<b>717,802</b>	<b>702,174</b>	<b>705,674</b>	<b>102,208</b>
<b>Classified Salaries</b>					
2400 Classified Clerical & Office Salaries	42,160	120,575	64,404	44,512	2,352
2900 Classified Other Salaries	55,886	19,200	95,040	95,040	39,154
<b>SUBTOTAL - Classified Salaries</b>	<b>98,046</b>	<b>139,775</b>	<b>159,444</b>	<b>139,552</b>	<b>41,506</b>
<b>Employee Benefits</b>					
3100 STRS	86,704	101,450	98,618	98,618	11,914
3200 PERS	14,713	15,496	24,763	21,674	6,961
3300 OASDI-Medicare-Alternative	16,215	22,015	23,541	22,287	6,072
3400 Health & Welfare Benefits	107,198	157,651	157,651	157,651	50,453
3500 Unemployment Insurance	278	3,429	542	529	251
3600 Workers Comp Insurance	8,651	9,656	9,702	9,517	866
3900 Other Employee Benefits	1,155	5,748	5,741	5,741	4,586
<b>SUBTOTAL - Employee Benefits</b>	<b>234,913</b>	<b>315,445</b>	<b>320,558</b>	<b>316,017</b>	<b>81,103</b>
<b>Books &amp; Supplies</b>					
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	818	818
4315 Custodial Supplies	172	-	-	172	-
4320 Educational Software	13,785	14,420	14,420	14,420	635
4325 Instructional Materials & Supplies	6,661	4,740	6,976	6,976	315
4326 Art & Music Supplies	212	-	-	212	-
4330 Office Supplies	8,617	5,000	12,200	11,690	3,073

**MSA-6**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
4335 PE Supplies	961	2,060	2,060	2,060	1,099
4345 Non Instructional Student Materials & Supplies	1,618	2,575	2,575	2,478	860
4346 Teacher Supplies	1,417	1,030	1,599	1,599	182
4400 Noncapitalized Equipment	-	1,000	61,102	-	-
4410 Classroom Furniture, Equipment & Supplies	1,149	2,060	1,052	1,149	0
4430 Non Classroom Related Furniture, Equipment & Supplies	2,029	-	3,000	3,000	971
4700 Food	-	66,790	-	-	-
4710 Student Food Services	35,935	-	63,886	63,886	27,951
4720 Other Food	1,882	1,545	1,545	1,883	1
<b>SUBTOTAL - Books and Supplies</b>	<b>77,948</b>	<b>127,250</b>	<b>196,445</b>	<b>135,343</b>	<b>57,395</b>
<b>Services &amp; Other Operating Expenses</b>					
5101 CMO Fees	-	78,568	-	-	-
5210 Conference Fees	225	1,030	632	632	407
5215 Travel - Mileage, Parking, Tolls	513	1,500	1,500	1,440	927
5220 Travel and Lodging	458	-	398	458	0
5300 Dues & Memberships	1,320	1,881	1,881	1,881	560
5450 Insurance - Other	10,404	10,133	9,792	10,404	(0)
5500 Operations & Housekeeping	656	4,120	4,120	3,508	2,852
5510 Utilities - Gas and Electric	8,635	7,700	7,700	8,635	(0)
5605 Equipment Leases	5,253	4,944	4,944	5,344	91
5610 Rent	114,000	114,000	114,000	114,000	-
5615 Repairs and Maintenance - Building	-	17,060	16,337	12,511	12,511
5803 Accounting Fees	-	4,635	4,635	4,635	4,635
5809 Banking Fees	-	515	515	103	103
5819 School Programs - Other	2,706	3,000	3,000	3,000	294
5820 Consultants - Non Instructional	5,614	8,240	8,240	8,240	2,626
5822 Other Professional Services	22,684	27,596	27,596	22,684	(0)
5824 District Oversight Fees	13,725	15,744	14,905	14,514	789
5830 Field Trips Expenses	7,153	10,300	15,300	14,656	7,503
5833 Fines and Penalties	1,779	-	723	1,779	(0)
5845 Legal Fees	-	5,000	5,000	5,000	5,000

**MSA-6**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget			
5851 Marketing and Student Recruiting	9,345	18,540	9,284	9,345	0
5857 Payroll Fees	7,526	10,403	10,403	10,342	2,816
5858 CMO Fees Expense	80,608	-	80,793	80,793	185
5861 Prior Yr Exp (not accrued)	3,097	-	3,400	3,400	303
5863 Professional Development	2,337	15,000	18,000	18,000	15,663
5864 Professional Development - Tuition Reimbursement	2,005	25,000	28,000	28,000	25,995
5869 Special Education Contract Instructors	37,044	35,000	35,000	35,000	(2,044)
5872 Special Education Encroachment	22,650	25,917	24,480	23,824	1,174
5884 Substitutes	10,981	15,000	15,000	15,000	4,019
5887 Technology Services	25,286	41,820	41,857	39,857	14,571
5898 Bad Debt Expense	12,220	0	0	12,220	0
5900 Communications	4,683	3,000	3,000	5,000	317
5915 Postage and Delivery	1,468	4,120	4,120	4,120	2,652
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>414,376</b>	<b>509,765</b>	<b>514,556</b>	<b>518,325</b>	<b>103,949</b>
<b>Capital Outlay &amp; Depreciation</b>					
6900 Depreciation	18,130	28,726	28,726	19,778	1,648
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>18,130</b>	<b>28,726</b>	<b>28,726</b>	<b>19,778</b>	<b>1,648</b>
<b>Other Outflows</b>					
7999 Uncategorized Expense	6,761	-	-	-	(6,761)
<b>SUBTOTAL - Other Outflows</b>	<b>6,761</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(6,761)</b>
<b>TOTAL EXPENSES</b>	<b>1,453,640</b>	<b>1,838,764</b>	<b>1,921,903</b>	<b>1,834,689</b>	<b>381,049</b>

**MSA-7**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	2,216,901	2,658,045	2,574,310	2,572,334	355,432
Federal Revenue	197,452	235,853	251,998	263,088	65,636
Other State Revenues	687,890	564,241	802,711	827,717	139,827
Local Revenues	54,010	53,168	53,111	54,318	308
Fundraising and Grants	18,307	11,000	12,898	20,205	1,897
<b>Total Revenue</b>	<b>3,174,560</b>	<b>3,522,307</b>	<b>3,695,027</b>	<b>3,737,660</b>	<b>563,100</b>
<b>Expenses</b>					
Compensation and Benefits	1,478,916	1,682,985	1,672,036	1,675,843	196,928
Books and Supplies	162,200	188,317	419,268	208,228	46,028
Services and Other Operating Expenditures	1,337,191	1,551,087	1,469,252	1,483,682	146,491
Depreciation	18,596	45,159	44,909	22,844	4,249
Other Outflows	2,583	-	-	-	(2,583)
<b>Total Expenses</b>	<b>2,999,485</b>	<b>3,467,548</b>	<b>3,605,465</b>	<b>3,390,597</b>	<b>391,112</b>
<b>Operating Income</b>	<b>175,076</b>	<b>54,759</b>	<b>89,561</b>	<b>347,063</b>	<b>171,988</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)		901,012	901,012	901,012	
Audit Adjustment		-	111,318	111,318	
Operating Income		54,759	89,561	347,063	
<b>Ending Fund Balance</b>		<b>955,771</b>	<b>1,101,891</b>	<b>1,359,393</b>	

**MSA-7  
Income Statement  
As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
KEY ASSUMPTIONS	Actual YTD	Adopted Budget		Current Forecast	
<b>Enrollment Summary</b>					
K-3		165	163	163	
4-6		130	123	123	
<b>Total Enrolled</b>		<b>295</b>	<b>286</b>	<b>286</b>	
<b>ADA %</b>					
K-3		96.0%	95.9%	93.5%	
4-6		96.0%	95.9%	99.5%	
<b>Average ADA %</b>		<b>96.0%</b>	<b>95.9%</b>	<b>96.1%</b>	
<b>ADA</b>					
K-3		158.40	156.24	152.39	
4-6		124.80	117.90	122.36	
<b>Total ADA</b>		<b>283.20</b>	<b>274.14</b>	<b>274.75</b>	

**MSA-7**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>REVENUE</b>					
<b>LCFF Entitlement</b>					
8011 Charter Schools LCFF - State Aid	1,359,061	1,713,079	1,662,389	1,625,219	266,158
8012 Education Protection Account Entitlement	258,383	343,888	330,075	340,947	82,564
8019 State Aid - Prior Years	20	-	-	20	-
8096 Charter Schools in Lieu of Property Taxes	599,437	601,078	581,845	606,148	6,711
<b>SUBTOTAL - LCFF Entitlement</b>	<b>2,216,901</b>	<b>2,658,045</b>	<b>2,574,310</b>	<b>2,572,334</b>	<b>355,432</b>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	51,005	55,467	53,668	53,788	2,783
8220 Child Nutrition Programs	43,310	78,624	78,624	78,624	35,314
8291 Title I	75,333	72,015	91,635	94,030	18,697
8292 Title II	2,966	13,491	11,815	11,808	8,842
8296 Other Federal Revenue	24,838	16,256	16,256	24,838	(0)
<b>SUBTOTAL - Federal Revenue</b>	<b>197,452</b>	<b>235,853</b>	<b>251,998</b>	<b>263,088</b>	<b>65,636</b>
<b>Other State Revenue</b>					
8319 Other State Apportionments - Prior Years	4,604	-	557	4,604	0
8381 Special Education - Entitlement (State)	148,478	161,963	156,851	157,201	8,723
8520 Child Nutrition - State	3,360	6,152	6,152	6,152	2,792
8545 School Facilities Apportionments	95,037	187,802	163,922	184,412	89,375
8550 Mandated Cost Reimbursements	46,206	3,963	46,206	46,206	(0)
8560 State Lottery Revenue	30,746	54,360	53,183	53,302	22,556
8593 Prop 39 Clean Energy	212,040	-	212,040	212,040	-
8596 ASES	147,420	150,000	163,800	163,800	16,380
<b>SUBTOTAL - Other State Revenue</b>	<b>687,890</b>	<b>564,241</b>	<b>802,711</b>	<b>827,717</b>	<b>139,827</b>
<b>Local Revenue</b>					
8634 Food Service Sales	10,153	10,560	10,560	10,560	407
8682 Summer Program	32,504	26,848	32,504	32,504	-
8690 Other Local Revenue	1,898	15,759	1,898	1,898	0



**MSA-7**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
		Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD				
8715 Option 3	9,261	-	8,148	9,261	0
8720 Revenue Program 20	94	-	-	94	0
8999 Uncategorized Revenue	100	-	-	-	(100)
<b>SUBTOTAL - Local Revenue</b>	<b>54,010</b>	<b>53,168</b>	<b>53,111</b>	<b>54,318</b>	<b>308</b>
<b>Fundraising and Grants</b>					
8802 Donations - Private	-	1,000	2,898	1,898	1,898
8803 Fundraising	18,307	10,000	10,000	18,307	(0)
<b>SUBTOTAL - Fundraising and Grants</b>	<b>18,307</b>	<b>11,000</b>	<b>12,898</b>	<b>20,205</b>	<b>1,897</b>
<b>TOTAL REVENUE</b>	<b>3,174,560</b>	<b>3,522,307</b>	<b>3,695,027</b>	<b>3,737,660</b>	<b>563,100</b>

**MSA-7**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	747,742	859,400	843,318	843,318	95,576
1300 Certificated Supervisor & Administrator Salaries	152,034	160,000	167,241	170,741	18,707
<b>SUBTOTAL - Certificated Salaries</b>	<b>899,777</b>	<b>1,019,400</b>	<b>1,010,559</b>	<b>1,014,059</b>	<b>114,283</b>
<b>Classified Salaries</b>					
2400 Classified Clerical & Office Salaries	78,306	79,040	71,200	71,200	(7,105)
2900 Classified Other Salaries	149,109	175,303	181,703	181,703	32,593
<b>SUBTOTAL - Classified Salaries</b>	<b>227,415</b>	<b>254,343</b>	<b>252,903</b>	<b>252,903</b>	<b>25,488</b>
<b>Employee Benefits</b>					
3100 STRS	128,039	136,082	141,816	141,816	13,778
3200 PERS	30,415	38,725	38,737	38,737	8,322
3300 OASDI-Medicare-Alternative	30,382	38,972	35,722	35,990	5,608
3400 Health & Welfare Benefits	148,014	177,244	177,244	177,244	29,230
3500 Unemployment Insurance	759	3,637	828	828	69
3600 Workers Comp Insurance	14,116	14,342	14,227	14,266	150
3900 Other Employee Benefits	0	238	-	-	(0)
<b>SUBTOTAL - Employee Benefits</b>	<b>351,724</b>	<b>409,241</b>	<b>408,574</b>	<b>408,881</b>	<b>57,157</b>
<b>Books &amp; Supplies</b>					
4100 Approved Textbooks & Core Curricula Materials	23,979	22,000	28,000	28,000	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	16,569	12,149	16,649	16,649	80
4325 Instructional Materials & Supplies	7,055	10,871	9,183	7,054	(0)
4326 Art & Music Supplies	370	5,000	3,000	878	508
4330 Office Supplies	10,654	5,000	7,000	10,654	(0)

**MSA-7**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
4335 PE Supplies	1,339	2,000	2,000	2,000	661
4345 Non Instructional Student Materials & Supplies	2,235	1,500	1,500	2,235	0
4346 Teacher Supplies	229	2,400	2,400	2,156	1,927
4351 Yearbook	650	760	760	760	110
4361 PY Supplies Expenses (not accrued)	1,866	-	1,866	1,866	0
4400 Noncapitalized Equipment	8,002	-	222,040	10,000	1,998
4410 Classroom Furniture, Equipment & Supplies	3,498	2,991	3,201	3,498	0
4420 Computers (individual items less than \$5k)	891	-	1,000	1,000	109
4430 Non Classroom Related Furniture, Equipment & Supplies	4,475	3,009	4,799	4,608	133
4700 Food	-	109,638	-	-	-
4710 Student Food Services	75,159	-	104,870	104,870	29,710
4720 Other Food	903	2,000	2,000	3,000	2,097
<b>SUBTOTAL - Books and Supplies</b>	<b>162,200</b>	<b>188,317</b>	<b>419,268</b>	<b>208,228</b>	<b>46,028</b>
<b>Services &amp; Other Operating Expenses</b>					
5101 CMO Fees	-	654,729	-	-	-
5210 Conference Fees	-	1,000	1,000	1,000	1,000
5215 Travel - Mileage, Parking, Tolls	1,523	1,000	2,000	2,000	477
5220 Travel and Lodging	240	1,272	1,272	1,272	1,032
5300 Dues & Memberships	3,750	9,000	9,000	6,138	2,388
5450 Insurance - Other	17,364	17,141	16,456	17,364	0
5500 Operations & Housekeeping	9,630	10,000	10,000	10,000	370
5510 Utilities - Gas and Electric	39,296	61,248	61,248	53,165	13,869
5605 Equipment Leases	6,872	8,400	8,400	8,400	1,528
5610 Rent	274,981	270,035	273,203	273,203	(1,778)
5615 Repairs and Maintenance - Building	19,083	20,000	10,000	19,083	(0)
5617 Repairs and Maintenance - Other Equipment	-	1,000	1,000	-	-
5803 Accounting Fees	-	10,300	10,300	6,300	6,300
5809 Banking Fees	(154)	3,000	2,877	2,877	3,031
5813 School Programs - After School Program	147,420	150,000	163,800	163,800	16,380
5814 School Programs - Academic Competitions	497	1,000	1,000	1,000	503
5819 School Programs - Other	6,058	4,000	4,000	6,058	(0)

**MSA-7**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
5820 Consultants - Non Instructional	7,246	8,584	8,584	8,584	1,338
5822 Other Professional Services	27,787	17,596	31,252	30,194	2,407
5824 District Oversight Fees	24,164	26,580	25,743	25,723	1,559
5830 Field Trips Expenses	4,098	5,000	8,000	8,000	3,902
5833 Fines and Penalties	1,888	-	123	1,888	0
5845 Legal Fees	7,500	6,000	8,000	8,000	500
5851 Marketing and Student Recruiting	-	1,000	3,000	3,000	3,000
5857 Payroll Fees	10,433	14,420	14,420	14,420	3,987
5858 CMO Fees Expense	493,737	-	538,623	538,623	44,886
5861 Prior Yr Exp (not accrued)	2,787	-	3,019	3,019	232
5863 Professional Development	1,949	4,000	4,000	4,000	2,051
5864 Professional Development - Tuition Reimbursement	6,151	14,200	14,200	14,200	8,049
5869 Special Education Contract Instructors	102,668	114,324	114,324	114,324	11,656
5872 Special Education Encroachment	39,897	43,486	42,104	42,198	2,301
5884 Substitutes	45,257	25,000	30,000	45,257	0
5887 Technology Services	29,193	40,170	40,705	40,448	11,255
5898 Bad Debt Expense	2,544	-	-	2,544	0
5899 Miscellaneous Operating Expenses	-	0	-	-	-
5900 Communications	1,161	4,000	4,000	4,000	2,839
5915 Postage and Delivery	2,170	3,600	3,600	3,600	1,430
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,337,191</b>	<b>1,551,087</b>	<b>1,469,252</b>	<b>1,483,682</b>	<b>146,491</b>
<b>Capital Outlay &amp; Depreciation</b>					
6900 Depreciation	18,596	45,159	44,909	22,844	4,249
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>18,596</b>	<b>45,159</b>	<b>44,909</b>	<b>22,844</b>	<b>4,249</b>
<b>Other Outflows</b>					
7999 Uncategorized Expense	2,583	-	-	-	(2,583)
<b>SUBTOTAL - Other Outflows</b>	<b>2,583</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(2,583)</b>
<b>TOTAL EXPENSES</b>	<b>2,999,485</b>	<b>3,467,548</b>	<b>3,605,465</b>	<b>3,390,597</b>	<b>391,112</b>

**MSA-8**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	3,872,205	4,656,757	4,525,841	4,545,675	673,470
Federal Revenue	213,669	304,497	336,842	342,766	129,097
Other State Revenues	621,798	528,197	840,876	841,820	220,021
Local Revenues	47,618	34,273	42,972	47,617	(1)
Fundraising and Grants	23,598	20,000	22,236	25,787	2,189
<b>Total Revenue</b>	<b>4,778,888</b>	<b>5,543,724</b>	<b>5,768,767</b>	<b>5,803,665</b>	<b>1,024,777</b>
<b>Expenses</b>					
Compensation and Benefits	2,322,457	2,782,961	2,754,796	2,756,940	434,483
Books and Supplies	247,322	426,715	643,235	416,576	169,254
Services and Other Operating Expenditures	1,715,958	2,090,297	2,206,121	2,209,125	493,167
Depreciation	62,155	96,064	96,064	90,528	28,373
Other Outflows	8,688	-	-	-	(8,688)
<b>Total Expenses</b>	<b>4,356,581</b>	<b>5,396,037</b>	<b>5,700,216</b>	<b>5,473,169</b>	<b>1,116,588</b>
<b>Operating Income</b>	<b>422,307</b>	<b>147,687</b>	<b>68,551</b>	<b>330,496</b>	<b>(91,811)</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)		3,045,002	3,045,002	3,045,002	
Audit Adjustment		-	321,397	321,397	
Operating Income		147,687	68,551	330,496	
<b>Ending Fund Balance</b>		<b>3,192,689</b>	<b>3,434,950</b>	<b>3,696,895</b>	

**MSA-8  
Income Statement  
As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
KEY ASSUMPTIONS	Actual YTD	Adopted Budget		Current Forecast	
<b>Enrollment Summary</b>					
4-6		165	137	137	
7-8		330	343	343	
<b>Total Enrolled</b>		<b>495</b>	<b>480</b>	<b>480</b>	
<b>ADA %</b>					
4-6		98.2%	98.3%	96.3%	
7-8		98.2%	98.3%	99.4%	
<b>Average ADA %</b>		<b>98.2%</b>	<b>98.3%</b>	<b>98.5%</b>	
<b>ADA</b>					
4-6		162.07	134.62	131.91	
7-8		324.14	337.03	340.97	
<b>Total ADA</b>		<b>486.22</b>	<b>471.65</b>	<b>472.88</b>	

**MSA-8**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>REVENUE</b>					
<b>LCFF Entitlement</b>					
8011 Charter Schools LCFF - State Aid	2,395,287	3,013,672	2,936,992	2,894,992	499,705
8012 Education Protection Account Entitlement	455,487	611,114	587,800	607,392	151,905
8019 State Aid - Prior Years	33	-	-	33	-
8096 Charter Schools in Lieu of Property Taxes	1,021,398	1,031,971	1,001,049	1,043,258	21,861
<b>SUBTOTAL - LCFF Entitlement</b>	<b>3,872,205</b>	<b>4,656,757</b>	<b>4,525,841</b>	<b>4,545,675</b>	<b>673,470</b>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	86,868	95,230	92,335	92,576	5,708
8291 Title I	120,690	181,156	220,051	225,747	105,057
8292 Title II	6,111	28,111	24,456	24,443	18,332
<b>SUBTOTAL - Federal Revenue</b>	<b>213,669</b>	<b>304,497</b>	<b>336,842</b>	<b>342,766</b>	<b>129,097</b>
<b>Other State Revenue</b>					
8319 Other State Apportionments - Prior Years	9,791	-	9,791	9,791	-
8381 Special Education - Entitlement (State)	252,879	278,070	269,858	270,563	17,684
8550 Mandated Cost Reimbursements	79,268	6,799	79,268	79,268	(0)
8560 State Lottery Revenue	53,201	93,329	91,500	91,739	38,537
8593 Prop 39 Clean Energy	226,659	-	226,659	226,659	-
8596 ASES	-	150,000	163,800	163,800	163,800
<b>SUBTOTAL - Other State Revenue</b>	<b>621,798</b>	<b>528,197</b>	<b>840,876</b>	<b>841,820</b>	<b>220,021</b>
<b>Local Revenue</b>					
8682 Summer Program	26,222	34,273	26,222	26,222	-
8690 Other Local Revenue	2,236	-	2,236	2,236	-
8715 Option 3	19,027	-	14,514	19,027	(0)
8720 Revenue Program 20	132	-	-	132	(0)
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	0
<b>SUBTOTAL - Local Revenue</b>	<b>47,618</b>	<b>34,273</b>	<b>42,972</b>	<b>47,617</b>	<b>(1)</b>



**MSA-8  
Income Statement  
As of May FY2018**

**Fundraising and Grants**  
 8802 Donations - Private  
 8803 Fundraising  
**SUBTOTAL - Fundraising and Grants**  
  
**TOTAL REVENUE**

YTD	Budget			
Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
48	-	2,236	48	0
23,551	20,000	20,000	25,739	2,189
<b>23,598</b>	<b>20,000</b>	<b>22,236</b>	<b>25,787</b>	<b>2,189</b>
<b>4,778,888</b>	<b>5,543,724</b>	<b>5,768,767</b>	<b>5,803,665</b>	<b>1,024,777</b>

**MSA-8**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	1,136,048	1,470,435	1,412,823	1,412,823	276,774
1300 Certificated Supervisor & Administrator Salaries	306,244	313,320	385,409	390,909	84,665
<b>SUBTOTAL - Certificated Salaries</b>	<b>1,442,292</b>	<b>1,783,755</b>	<b>1,798,231</b>	<b>1,803,731</b>	<b>361,439</b>
<b>Classified Salaries</b>					
2400 Classified Clerical & Office Salaries	119,176	128,378	127,982	127,982	8,806
2900 Classified Other Salaries	183,565	207,251	175,118	172,026	(11,539)
<b>SUBTOTAL - Classified Salaries</b>	<b>302,741</b>	<b>335,628</b>	<b>303,100</b>	<b>300,008</b>	<b>(2,733)</b>
<b>Employee Benefits</b>					
3100 STRS	210,354	247,439	245,921	245,921	35,566
3200 PERS	40,321	52,126	47,074	46,594	6,273
3300 OASDI-Medicare-Alternative	42,250	55,818	55,090	55,274	13,023
3400 Health & Welfare Benefits	257,620	279,968	279,968	279,968	22,348
3500 Unemployment Insurance	3,038	4,060	1,277	1,281	(1,758)
3600 Workers Comp Insurance	23,365	23,864	23,661	23,688	323
3900 Other Employee Benefits	475	302	475	475	-
<b>SUBTOTAL - Employee Benefits</b>	<b>577,424</b>	<b>663,577</b>	<b>653,465</b>	<b>653,200</b>	<b>75,776</b>
<b>Books &amp; Supplies</b>					
4100 Approved Textbooks & Core Curricula Materials	26,225	50,000	50,000	49,000	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	908
4325 Instructional Materials & Supplies	21,632	40,000	42,420	39,013	17,381
4326 Art & Music Supplies	6,934	7,500	7,500	7,500	566
4330 Office Supplies	19,107	6,700	14,700	19,107	0
4335 PE Supplies	-	2,500	2,500	2,500	2,500

**MSA-8**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
4345 Non Instructional Student Materials & Supplies	4,565	5,000	5,000	5,000	435
4346 Teacher Supplies	106	5,000	5,000	3,022	2,916
4350 Uniforms	2,493	515	515	2,493	(0)
4351 Yearbook	307	1,500	1,500	1,500	1,193
4400 Noncapitalized Equipment	230	11,000	237,659	11,000	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	-	-	-
4710 Student Food Services	107,539	-	204,806	204,806	97,267
4720 Other Food	2,403	5,000	5,000	5,000	2,597
<b>SUBTOTAL - Books and Supplies</b>	<b>247,322</b>	<b>426,715</b>	<b>643,235</b>	<b>416,576</b>	<b>169,254</b>
<b>Services &amp; Other Operating Expenses</b>					
5101 CMO Fees	-	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	27,183	25,859	28,360	28,360	1,177
5500 Operations & Housekeeping	1,504	35,000	35,000	35,000	33,497
5605 Equipment Leases	42,017	50,000	50,000	50,000	7,983
5611 Prop 39 Related Costs	180,071	235,830	235,830	235,830	55,759
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	200
5813 School Programs - After School Program	147,920	150,000	163,800	163,800	15,880
5814 School Programs - Academic Competitions	600	-	-	600	-
5819 School Programs - Other	2,914	515	1,000	2,914	(0)
5820 Consultants - Non Instructional	7,242	13,000	13,000	13,000	5,758
5822 Other Professional Services	34,541	45,000	58,656	56,718	22,177
5824 District Oversight Fees	42,284	45,221	45,258	45,457	3,173

**MSA-8**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
5830 Field Trips Expenses	16,263	20,000	20,000	20,000	3,737
5833 Fines and Penalties	1,445	-	1,161	1,485	40
5845 Legal Fees	-	13,000	13,000	12,021	12,021
5851 Marketing and Student Recruiting	7,148	8,000	8,000	8,000	852
5857 Payroll Fees	12,836	16,995	16,995	16,995	4,159
5858 CMO Fees Expense	987,475	-	1,077,245	1,077,245	89,770
5861 Prior Yr Exp (not accrued)	(2,939)	-	(1,161)	(1,161)	1,778
5863 Professional Development	6,367	8,300	8,300	8,300	1,933
5864 Professional Development - Tuition Reimbursement	11,117	75,500	75,500	75,500	64,383
5869 Special Education Contract Instructors	42,972	55,000	55,000	55,000	12,028
5872 Special Education Encroachment	67,949	74,660	72,439	72,628	4,678
5884 Substitutes	49,838	64,750	64,750	64,750	14,912
5887 Technology Services	16,858	42,650	98,538	98,538	81,680
5898 Bad Debt Expense	2,996	-	-	2,996	0
5899 Miscellaneous Operating Expenses	-	0	0	0	0
5900 Communications	-	-	2,000	2,000	2,000
5915 Postage and Delivery	4,026	12,000	12,000	12,000	7,974
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,715,958</b>	<b>2,090,297</b>	<b>2,206,121</b>	<b>2,209,125</b>	<b>493,167</b>
<b>Capital Outlay &amp; Depreciation</b>					
6900 Depreciation	62,155	96,064	96,064	90,528	28,373
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>62,155</b>	<b>96,064</b>	<b>96,064</b>	<b>90,528</b>	<b>28,373</b>
<b>Other Outflows</b>					
7999 Uncategorized Expense	8,688	-	-	-	(8,688)
<b>SUBTOTAL - Other Outflows</b>	<b>8,688</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(8,688)</b>
<b>TOTAL EXPENSES</b>	<b>4,356,581</b>	<b>5,396,037</b>	<b>5,700,216</b>	<b>5,473,169</b>	<b>1,116,588</b>

**MSA-SA**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	5,372,785	7,467,687	6,793,513	6,705,513	1,332,728
Federal Revenue	464,058	658,206	662,529	680,931	216,872
Other State Revenues	531,462	585,070	638,830	693,881	162,419
Local Revenues	56,656	64,612	56,723	62,681	6,025
Fundraising and Grants	50,166	32,446	48,358	52,479	2,313
<b>Total Revenue</b>	<b>6,475,128</b>	<b>8,808,020</b>	<b>8,199,952</b>	<b>8,195,484</b>	<b>1,720,356</b>
<b>Expenses</b>					
Compensation and Benefits	4,291,309	4,576,489	4,493,395	4,615,074	323,765
Books and Supplies	540,654	733,114	677,539	677,538	136,884
Services and Other Operating Expenditures	1,805,214	2,490,994	2,324,944	2,100,689	295,475
Depreciation	364,131	505,350	505,350	547,780	183,649
Other Outflows	462,330	173,107	173,107	399,641	(62,689)
<b>Total Expenses</b>	<b>7,463,638</b>	<b>8,479,055</b>	<b>8,174,335</b>	<b>8,340,722</b>	<b>877,084</b>
<b>Operating Income</b>	<b>(988,511)</b>	<b>328,966</b>	<b>25,617</b>	<b>(145,238)</b>	<b>843,272</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)		7,875,025	7,875,025	7,875,025	
Audit Adjustment		-	1,987	1,987	
Operating Income		328,966	25,617	(145,238)	
<b>Ending Fund Balance</b>		<b>8,203,991</b>	<b>7,902,629</b>	<b>7,731,774</b>	

**MSA-SA**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>KEY ASSUMPTIONS</b>					
<b>Enrollment Summary</b>					
K-3		300	265	265	
4-6		171	182	182	
7-8		180	157	157	
9-12		161	136	136	
<b>Total Enrolled</b>		<b>812</b>	<b>740</b>	<b>740</b>	
<b>ADA %</b>					
K-3		96.0%	96.0%	94.2%	
4-6		96.0%	96.0%	95.7%	
7-8		96.0%	96.0%	94.0%	
9-12		96.0%	96.0%	93.6%	
<b>Average ADA %</b>		<b>96.0%</b>	<b>96.0%</b>	<b>94.4%</b>	
<b>ADA</b>					
K-3		288.00	254.40	249.53	
4-6		164.16	174.72	174.26	
7-8		172.80	150.72	147.64	
9-12		154.56	130.56	127.23	
<b>Total ADA</b>		<b>779.52</b>	<b>710.40</b>	<b>698.66</b>	

**MSA-SA**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>REVENUE</b>					
<b>LCFF Entitlement</b>					
8011 Charter Schools LCFF - State Aid	4,258,262	5,463,689	4,967,209	4,753,995	495,732
8012 Education Protection Account Entitlement	105,448	155,904	142,080	139,732	34,284
8096 Charter Schools in Lieu of Property Taxes	1,009,075	1,848,094	1,684,223	1,811,786	802,711
<b>SUBTOTAL - LCFF Entitlement</b>	<b>5,372,785</b>	<b>7,467,687</b>	<b>6,793,513</b>	<b>6,705,513</b>	<b>1,332,728</b>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	-	78,500	78,500	81,169	81,169
8220 Child Nutrition Programs	153,499	265,178	265,178	265,178	111,678
8291 Title I	233,929	259,460	225,436	233,929	-
8292 Title II	10,422	32,868	27,207	34,447	24,025
8293 Title III	5,159	-	5,159	5,159	-
8296 Other Federal Revenue	61,049	22,200	61,049	61,049	(0)
<b>SUBTOTAL - Federal Revenue</b>	<b>464,058</b>	<b>658,206</b>	<b>662,529</b>	<b>680,931</b>	<b>216,872</b>
<b>Other State Revenue</b>					
8319 Other State Apportionments - Prior Years	9,953	-	9,950	9,953	0
8381 Special Education - Entitlement (State)	307,873	400,673	365,146	359,111	51,238
8382 Special Education Reimbursements (State) - MH	31,680	-	-	63,360	31,680
8520 Child Nutrition - State	12,556	23,251	23,251	23,251	10,696
8550 Mandated Cost Reimbursements	102,666	11,518	102,666	102,666	(0)
8560 State Lottery Revenue	66,735	149,628	137,818	135,540	68,805
<b>SUBTOTAL - Other State Revenue</b>	<b>531,462</b>	<b>585,070</b>	<b>638,830</b>	<b>693,881</b>	<b>162,419</b>
<b>Local Revenue</b>					
8634 Food Service Sales	18,343	14,459	14,459	18,459	116
8660 Interest	3,522	1,000	4,200	4,200	678
8682 Summer Program	28,020	39,108	28,020	28,020	-
8690 Other Local Revenue	4,812	10,045	10,045	10,045	5,233
8720 Revenue Program 20	1,958	-	-	1,958	(0)



**MSA-SA**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget			
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	0
8999 Uncategorized Revenue	1	-	-	-	(1)
<b>SUBTOTAL - Local Revenue</b>	<b>56,656</b>	<b>64,612</b>	<b>56,723</b>	<b>62,681</b>	<b>6,025</b>
<b>Fundraising and Grants</b>					
8802 Donations - Private	14,305	30,000	29,812	16,618	2,313
8803 Fundraising	35,861	2,446	18,546	35,861	(0)
<b>SUBTOTAL - Fundraising and Grants</b>	<b>50,166</b>	<b>32,446</b>	<b>48,358</b>	<b>52,479</b>	<b>2,313</b>
<b>TOTAL REVENUE</b>	<b>6,475,128</b>	<b>8,808,020</b>	<b>8,199,952</b>	<b>8,195,484</b>	<b>1,720,356</b>

**MSA-SA**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget			
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	2,053,828	2,287,119	2,217,379	2,209,260	155,432
1300 Certificated Supervisor & Administrator Salaries	524,386	644,782	562,372	568,872	44,486
<b>SUBTOTAL - Certificated Salaries</b>	<b>2,578,214</b>	<b>2,931,901</b>	<b>2,779,751</b>	<b>2,778,131</b>	<b>199,917</b>
<b>Classified Salaries</b>					
2400 Classified Clerical & Office Salaries	221,130	166,916	215,282	221,380	250
2900 Classified Other Salaries	494,371	345,725	386,479	494,306	(65)
<b>SUBTOTAL - Classified Salaries</b>	<b>715,501</b>	<b>512,641</b>	<b>601,761</b>	<b>715,687</b>	<b>185</b>
<b>Employee Benefits</b>					
3100 STRS	363,990	394,920	392,456	391,284	27,294
3200 PERS	66,924	72,853	63,319	63,437	(3,487)
3300 OASDI-Medicare-Alternative	95,397	93,826	90,063	99,158	3,761
3400 Health & Welfare Benefits	426,267	505,621	505,621	505,621	79,354
3500 Unemployment Insurance	1,626	4,722	2,293	2,359	733
3600 Workers Comp Insurance	43,403	38,786	38,076	39,340	(4,063)
3900 Other Employee Benefits	(13)	21,219	20,056	20,056	20,070
<b>SUBTOTAL - Employee Benefits</b>	<b>997,594</b>	<b>1,131,948</b>	<b>1,111,884</b>	<b>1,121,256</b>	<b>123,663</b>
<b>Books &amp; Supplies</b>					
4100 Approved Textbooks & Core Curricula Materials	62,959	46,800	62,845	62,958	(0)
4200 Books & Other Reference Materials	10,371	20,000	5,000	10,500	129
4315 Custodial Supplies	12,118	30,000	20,000	20,000	7,882
4320 Educational Software	49,636	45,000	61,070	61,070	11,435
4325 Instructional Materials & Supplies	26,992	50,000	54,995	49,495	22,503
4326 Art & Music Supplies	3,054	10,000	5,000	4,800	1,746
4330 Office Supplies	14,369	5,000	12,865	14,369	(0)

**MSA-SA**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
4335 PE Supplies	4,403	57,500	7,500	7,500	3,097
4345 Non Instructional Student Materials & Supplies	8,969	15,000	11,254	9,654	685
4346 Teacher Supplies	4,014	10,000	10,000	8,283	4,269
4361 PY Supplies Expenses (not accrued)	2,158	-	2,158	2,158	0
4400 Noncapitalized Equipment	20,462	10,500	20,462	20,462	(0)
4410 Classroom Furniture, Equipment & Supplies	34,405	75,000	60,038	60,038	25,633
4420 Computers (individual items less than \$5k)	-	2,500	2,500	2,500	2,500
4430 Non Classroom Related Furniture, Equipment & Supplies	1,236	2,493	2,493	2,493	1,257
4700 Food	-	348,321	-	-	-
4710 Student Food Services	278,477	-	333,176	333,176	54,699
4720 Other Food	7,030	5,000	6,181	8,081	1,051
<b>SUBTOTAL - Books and Supplies</b>	<b>540,654</b>	<b>733,114</b>	<b>677,539</b>	<b>677,538</b>	<b>136,884</b>
<b>Services &amp; Other Operating Expenses</b>					
5101 CMO Fees	-	1,047,567	-	-	-
5210 Conference Fees	1,120	8,809	8,809	8,809	7,689
5215 Travel - Mileage, Parking, Tolls	1,908	7,000	2,921	2,921	1,013
5220 Travel and Lodging	4,561	-	4,623	4,623	62
5300 Dues & Memberships	8,759	6,000	8,690	8,759	-
5450 Insurance - Other	29,429	21,456	30,180	30,180	751
5500 Operations & Housekeeping	22,298	40,000	25,000	25,000	2,702
5510 Utilities - Gas and Electric	78,610	100,000	100,000	100,000	21,390
5605 Equipment Leases	32,399	47,344	47,344	47,344	14,945
5610 Rent	-	299,681	271,403	-	-
5615 Repairs and Maintenance - Building	40,476	50,000	50,000	50,000	9,524
5803 Accounting Fees	-	11,000	11,000	7,463	7,463
5809 Banking Fees	2,292	7,460	2,760	2,760	468
5813 School Programs - After School Program	4,874	5,000	5,000	5,000	126
5814 School Programs - Academic Competitions	7,508	10,000	10,000	10,000	2,492
5819 School Programs - Other	9,101	-	95	9,101	0
5820 Consultants - Non Instructional	-	10,000	-	-	-
5822 Other Professional Services	47,703	21,546	46,484	46,984	(718)

**MSA-SA**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
5824 District Oversight Fees	67,188	74,677	67,935	67,055	(133)
5830 Field Trips Expenses	19,350	25,000	25,000	25,000	5,651
5833 Fines and Penalties	3,943	-	-	3,943	(0)
5845 Legal Fees	6,771	10,000	10,000	10,000	3,229
5848 Licenses and Other Fees	25,412	-	2,740	25,412	(0)
5851 Marketing and Student Recruiting	19,504	15,000	20,000	20,000	497
5857 Payroll Fees	32,811	31,544	31,544	34,544	1,733
5858 CMO Fees Expense	962,743	-	1,077,245	1,077,245	114,502
5861 Prior Yr Exp (not accrued)	(17,404)	-	462	(17,404)	0
5863 Professional Development	16,702	40,494	30,000	21,139	4,437
5864 Professional Development - Tuition Reimbursement	36,295	96,300	71,800	71,800	35,505
5869 Special Education Contract Instructors	181,830	275,000	200,000	200,000	18,170
5872 Special Education Encroachment	-	19,167	17,746	17,611	17,611
5884 Substitutes	88,637	90,640	80,000	95,000	6,363
5887 Technology Services	60,314	107,310	73,899	73,899	13,585
5900 Communications	5,378	3,000	3,000	6,500	1,122
5915 Postage and Delivery	4,703	10,000	10,000	10,000	5,297
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,805,214</b>	<b>2,490,994</b>	<b>2,324,944</b>	<b>2,100,689</b>	<b>295,475</b>
<b>Capital Outlay &amp; Depreciation</b>					
6900 Depreciation	364,131	505,350	505,350	547,780	183,649
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>364,131</b>	<b>505,350</b>	<b>505,350</b>	<b>547,780</b>	<b>183,649</b>
<b>Other Outflows</b>					
7438 Long term debt - Interest	444,452	173,107	173,107	399,641	(44,811)
7999 Uncategorized Expense	17,878	-	-	-	(17,878)
<b>SUBTOTAL - Other Outflows</b>	<b>462,330</b>	<b>173,107</b>	<b>173,107</b>	<b>399,641</b>	<b>(62,689)</b>
<b>TOTAL EXPENSES</b>	<b>7,463,638</b>	<b>8,479,055</b>	<b>8,174,335</b>	<b>8,340,722</b>	<b>877,084</b>

**MSA-SD**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	2,641,864	3,298,113	2,960,085	2,950,464	308,600
Federal Revenue	52,801	125,122	131,511	134,192	81,391
Other State Revenues	604,797	393,481	635,855	674,527	69,730
Local Revenues	57,221	78,739	75,435	76,164	18,942
Fundraising and Grants	30,503	31,153	33,051	33,051	2,548
<b>Total Revenue</b>	<b>3,387,186</b>	<b>3,926,609</b>	<b>3,835,935</b>	<b>3,868,397</b>	<b>481,211</b>
<b>Expenses</b>					
Compensation and Benefits	1,984,958	2,210,402	2,199,260	2,160,423	175,465
Books and Supplies	71,618	144,548	330,564	125,902	54,283
Services and Other Operating Expenditures	1,265,623	1,352,286	1,437,066	1,539,069	273,446
Depreciation	40,901	30,295	30,295	30,951	(9,950)
Other Outflows	11,675	-	-	-	(11,675)
<b>Total Expenses</b>	<b>3,374,775</b>	<b>3,737,532</b>	<b>3,997,185</b>	<b>3,856,345</b>	<b>481,570</b>
<b>Operating Income</b>	<b>12,411</b>	<b>189,077</b>	<b>(161,249)</b>	<b>12,053</b>	<b>(359)</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)		1,189,492	1,189,492	1,189,492	
Audit Adjustment		-	59,194	59,194	
Operating Income		189,077	(161,249)	12,053	
<b>Ending Fund Balance</b>		<b>1,378,569</b>	<b>1,087,437</b>	<b>1,260,739</b>	

**MSA-SD  
Income Statement  
As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
KEY ASSUMPTIONS	Actual YTD	Adopted Budget			
<b>Enrollment Summary</b>					
4-6		150	126	126	
7-8		300	279	279	
<b>Total Enrolled</b>		<b>450</b>	<b>405</b>	<b>405</b>	
<b>ADA %</b>					
4-6		96.5%	96.5%	96.1%	
7-8		96.5%	95.9%	95.6%	
<b>Average ADA %</b>		<b>96.5%</b>	<b>96.1%</b>	<b>95.8%</b>	
<b>ADA</b>					
4-6		144.75	121.59	121.13	
7-8		289.50	267.70	266.85	
<b>Total ADA</b>		<b>434.25</b>	<b>389.29</b>	<b>387.98</b>	

**MSA-SD**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget			
<b>REVENUE</b>					
<b>LCFF Entitlement</b>					
8011 Charter Schools LCFF - State Aid	633,240	865,497	779,329	675,998	42,758
8012 Education Protection Account Entitlement	59,003	86,850	77,858	77,596	18,593
8019 State Aid - Prior Years	(2,519)	-	-	(2,519)	(0)
8096 Charter Schools in Lieu of Property Taxes	1,952,140	2,345,766	2,102,898	2,199,389	247,249
<b>SUBTOTAL - LCFF Entitlement</b>	<b>2,641,864</b>	<b>3,298,113</b>	<b>2,960,085</b>	<b>2,950,464</b>	<b>308,600</b>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	-	53,500	53,500	55,319	55,319
8220 Child Nutrition Programs	11,799	28,455	28,455	28,455	16,655
8291 Title I	29,108	25,163	32,091	32,957	3,849
8292 Title II	1,824	7,804	7,265	7,261	5,437
8296 Other Federal Revenue	10,070	10,200	10,200	10,200	130
<b>SUBTOTAL - Federal Revenue</b>	<b>52,801</b>	<b>125,122</b>	<b>131,511</b>	<b>134,192</b>	<b>81,391</b>
<b>Other State Revenue</b>					
8319 Other State Apportionments - Prior Years	7,782	-	7,782	7,782	0
8381 Special Education - Entitlement (State)	175,542	223,205	200,095	199,422	23,880
8382 Special Education Reimbursements (State) - MH	19,800	-	-	39,600	19,800
8520 Child Nutrition - State	782	1,832	1,832	1,832	1,051
8550 Mandated Cost Reimbursements	66,581	5,711	66,581	66,581	(0)
8560 State Lottery Revenue	44,492	83,354	75,522	75,268	30,776
8593 Prop 39 Clean Energy	204,662	-	204,662	204,662	-
8596 ASES	85,157	79,380	79,380	79,380	(5,777)
<b>SUBTOTAL - Other State Revenue</b>	<b>604,797</b>	<b>393,481</b>	<b>635,855</b>	<b>674,527</b>	<b>69,730</b>
<b>Local Revenue</b>					
8650 Leases and Rentals	-	7,000	7,000	7,000	7,000
8660 Interest	2,376	1,891	1,891	2,500	124
8682 Summer Program	21,966	26,848	21,966	21,966	-



**MSA-SD**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
			2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
	Actual YTD	Adopted Budget		Current Forecast	
8690 Other Local Revenue	1,678	-	1,578	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	-
8910 Contributions from Unrestricted Resource (0000-0)	-	-	0	0	0
8999 Uncategorized Revenue	11,841	-	-	-	(11,841)
<b>SUBTOTAL - Local Revenue</b>	<b>57,221</b>	<b>78,739</b>	<b>75,435</b>	<b>76,164</b>	<b>18,942</b>
<b>Fundraising and Grants</b>					
8802 Donations - Private	-	-	1,898	1,898	1,898
8803 Fundraising	30,503	31,153	31,153	31,153	650
<b>SUBTOTAL - Fundraising and Grants</b>	<b>30,503</b>	<b>31,153</b>	<b>33,051</b>	<b>33,051</b>	<b>2,548</b>
<b>TOTAL REVENUE</b>	<b>3,387,186</b>	<b>3,926,609</b>	<b>3,835,935</b>	<b>3,868,397</b>	<b>481,211</b>

**MSA-SD**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	Current Forecast Remaining
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100 Teachers Salaries	933,562	1,071,231	1,043,442	1,003,420	69,858
1300 Certificated Supervisor & Administrator Salaries	357,706	344,918	396,732	402,732	45,026
<b>SUBTOTAL - Certificated Salaries</b>	<b>1,291,268</b>	<b>1,416,149</b>	<b>1,440,174</b>	<b>1,406,152</b>	<b>114,884</b>
<b>Classified Salaries</b>					
2400 Classified Clerical & Office Salaries	58,299	143,640	38,480	38,480	(19,819)
2900 Classified Other Salaries	135,648	87,920	162,198	162,198	26,550
<b>SUBTOTAL - Classified Salaries</b>	<b>193,947</b>	<b>231,560</b>	<b>200,678</b>	<b>200,678</b>	<b>6,731</b>
<b>Employee Benefits</b>					
3100 STRS	180,252	192,002	195,330	192,163	11,911
3200 PERS	25,813	33,945	31,167	31,167	5,355
3300 OASDI-Medicare-Alternative	32,794	43,554	41,600	40,358	7,563
3400 Health & Welfare Benefits	243,653	270,550	270,550	270,550	26,898
3500 Unemployment Insurance	1,176	3,824	1,028	1,005	(171)
3600 Workers Comp Insurance	16,056	18,553	18,476	18,093	2,037
3900 Other Employee Benefits	-	266	257	257	257
<b>SUBTOTAL - Employee Benefits</b>	<b>499,743</b>	<b>562,693</b>	<b>558,407</b>	<b>553,593</b>	<b>53,850</b>
<b>Books &amp; Supplies</b>					
4100 Approved Textbooks & Core Curricula Materials	139	5,000	5,000	5,000	4,861
4200 Books & Other Reference Materials	202	5,000	5,000	5,000	4,798
4315 Custodial Supplies	2,550	6,180	6,180	6,180	3,630
4320 Educational Software	8,032	10,000	6,731	8,290	259
4325 Instructional Materials & Supplies	14,377	28,000	21,962	20,462	6,085
4326 Art & Music Supplies	959	2,266	2,266	2,266	1,307
4330 Office Supplies	7,909	5,000	9,000	9,000	1,091

**MSA-SD**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
4335 PE Supplies	2,907	2,000	2,000	3,500	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	-
4400 Noncapitalized Equipment	-	12,000	204,662	-	-
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	7,000	5,440	6,081
4430 Non Classroom Related Furniture, Equipment & Supplies	-	3,367	3,367	3,367	3,367
4700 Food	-	34,830	-	-	-
4710 Student Food Services	23,520	-	33,316	33,316	9,796
4720 Other Food	3,039	6,695	6,695	6,695	3,656
<b>SUBTOTAL - Books and Supplies</b>	<b>71,618</b>	<b>144,548</b>	<b>330,564</b>	<b>125,902</b>	<b>54,283</b>
<b>Services &amp; Other Operating Expenses</b>					
5101 CMO Fees	-	362,792	-	-	-
5200 Travel & Conferences	475	-	-	500	25
5210 Conference Fees	1,125	5,150	5,150	4,650	3,525
5215 Travel - Mileage, Parking, Tolls	1,344	7,210	7,210	7,210	5,866
5220 Travel and Lodging	4,585	7,000	7,000	7,000	2,415
5300 Dues & Memberships	4,858	5,562	5,562	5,562	704
5450 Insurance - Other	19,587	19,137	20,500	20,500	913
5500 Operations & Housekeeping	14,876	46,480	55,000	55,000	40,124
5510 Utilities - Gas and Electric	8,495	20,600	20,600	20,600	12,105
5605 Equipment Leases	11,471	10,300	10,300	11,588	117
5610 Rent	572,355	448,870	526,163	556,508	(15,847)
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	50,465	79,380	79,380	79,380	28,915
5814 School Programs - Academic Competitions	1,872	4,500	4,500	3,647	1,775
5819 School Programs - Other	1,953	1,100	1,100	1,953	(0)

**MSA-SD**  
**Income Statement**  
**As of May FY2018**

	YTD	Budget			Current Forecast Remaining
	Actual YTD	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	
5822 Other Professional Services	21,768	19,596	36,994	36,394	14,627
5824 District Oversight Fees	28,372	32,981	29,601	29,505	1,133
5830 Field Trips Expenses	30,490	45,000	45,000	45,000	14,510
5833 Fines and Penalties	2,818	894	2,038	2,852	34
5845 Legal Fees	9,072	15,000	15,000	15,000	5,928
5851 Marketing and Student Recruiting	920	12,000	12,000	12,000	11,080
5857 Payroll Fees	10,911	15,965	15,965	15,965	5,054
5858 CMO Fees Expense	299,395	-	326,613	326,613	27,218
5861 Prior Yr Exp (not accrued)	27,530	-	3,324	27,530	0
5863 Professional Development	2,854	5,000	12,000	12,000	9,146
5864 Professional Development - Tuition Reimbursement	4,195	15,500	15,500	15,500	11,305
5869 Special Education Contract Instructors	52,463	56,650	56,650	56,650	4,188
5872 Special Education Encroachment	-	11,068	10,144	10,190	10,190
5884 Substitutes	23,638	19,570	19,570	65,570	41,932
5887 Technology Services	42,580	45,200	44,794	44,794	2,213
5900 Communications	6,759	3,000	12,628	12,628	5,869
5915 Postage and Delivery	1,897	5,000	5,000	5,000	3,103
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,265,623</b>	<b>1,352,286</b>	<b>1,437,066</b>	<b>1,539,069</b>	<b>273,446</b>
<b>Capital Outlay &amp; Depreciation</b>					
6900 Depreciation	40,901	30,295	30,295	30,951	(9,950)
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>40,901</b>	<b>30,295</b>	<b>30,295</b>	<b>30,951</b>	<b>(9,950)</b>
<b>Other Outflows</b>					
7999 Uncategorized Expense	11,675	-	-	-	(11,675)
<b>SUBTOTAL - Other Outflows</b>	<b>11,675</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(11,675)</b>
<b>TOTAL EXPENSES</b>	<b>3,374,775</b>	<b>3,737,532</b>	<b>3,997,185</b>	<b>3,856,345</b>	<b>481,570</b>

**MERF**  
**Income Statement**  
**As of May 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
<b>SUMMARY</b>						
<b>Revenue</b>						
LCFF Entitlement	-	-	-	-	-	-
Federal Revenue	51,600	-	8,082	8,082	-	8,082
Other State Revenues	-	-	-	-	-	-
Local Revenues	5,596,384	6,392,850	6,450,022	6,450,222	200	57,372
Fundraising and Grants	107,243	-	134,875	134,875	-	134,875
<b>Total Revenue</b>	<b>5,755,228</b>	<b>6,392,850</b>	<b>6,592,979</b>	<b>6,593,179</b>	<b>200</b>	<b>200,329</b>
<b>Expenses</b>						
Compensation and Benefits	2,640,205	3,055,489	2,983,114	2,983,114	-	72,375
Books and Supplies	22,698	70,421	66,261	66,261	-	4,160
Services and Other Operating Expenditures	2,026,375	2,726,775	3,014,482	3,023,658	(9,176)	(296,883)
Depreciation	1,320	933	933	933	-	-
Other Outflows	10,281	-	-	-	-	-
<b>Total Expenses</b>	<b>4,700,879</b>	<b>5,853,618</b>	<b>6,064,790</b>	<b>6,073,966</b>	<b>(9,176)</b>	<b>(220,348)</b>
<b>Operating Income</b>	<b>1,054,349</b>	<b>539,232</b>	<b>528,188</b>	<b>519,212</b>	<b>(8,976)</b>	<b>(20,020)</b>
<b>Fund Balance</b>						
Beginning Balance (Unaudited)		258,542	258,542	258,542		
Audit Adjustment		-	(1,025,320)	(1,025,320)		
Operating Income		539,232	528,188	519,212		
<b>Ending Fund Balance</b>		<b>797,774</b>	<b>(238,590)</b>	<b>(247,566)</b>		

**MERF  
Income Statement  
As of May FY2018**

**KEY ASSUMPTIONS**

**Enrollment Summary  
Total Enrolled**

**ADA %  
Average ADA %**

**ADA  
Total ADA**

YTD	Budget				
	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast
Actual YTD					
	-	-	-	-	-
	-	-	-	-	-

**MERF**  
**Income Statement**  
**As of May 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
<b>REVENUE</b>						
<b>LCFF Entitlement</b>						
<b>SUBTOTAL - LCFF Entitlement</b>	-	-	-	-	-	-
<b>Federal Revenue</b>						
8296 Other Federal Revenue	51,600	-	8,082	8,082	-	8,082
<b>SUBTOTAL - Federal Revenue</b>	<b>51,600</b>	-	<b>8,082</b>	<b>8,082</b>	-	<b>8,082</b>
<b>Other State Revenue</b>						
<b>SUBTOTAL - Other State Revenue</b>	-	-	-	-	-	-
<b>Local Revenue</b>						
8660 Interest	3,180	-	3,055	3,255	200	3,255
8690 Other Local Revenue	54,117	-	54,117	54,117	-	54,117
8699 All Other Local Revenue	46,928	-	-	-	-	-
8701 CMO Fee - MSA-1	987,475	1,047,567	1,077,245	1,077,245	-	29,678
8702 CMO Fee - MSA-2	987,475	1,047,567	1,077,245	1,077,245	-	29,678
8703 CMO Fee - MSA-3	883,692	949,358	976,253	976,253	-	26,895
8704 CMO Fee - MSA-4	74,061	78,568	80,793	80,793	-	2,225
8705 CMO Fee - MSA-5	87,155	78,568	80,793	80,793	-	2,225
8706 CMO Fee - MSA-6	80,608	78,568	80,793	80,793	-	2,225
8707 CMO Fee - MSA-7	493,737	654,729	538,623	538,623	-	(116,106)
8708 CMO Fee - MSA-8	987,475	1,047,567	1,077,245	1,077,245	-	29,678
8709 CMO Fee - MSA-SA	611,081	1,047,567	1,077,245	1,077,245	-	29,678
8712 CMO Fee - MSA-SD	299,395	362,792	326,613	326,613	-	(36,179)
8999 Uncategorized Revenue	6	-	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>	<b>5,596,384</b>	<b>6,392,850</b>	<b>6,450,022</b>	<b>6,450,222</b>	<b>200</b>	<b>57,372</b>
<b>Fundraising and Grants</b>						
8802 Donations - Private	107,243	-	134,875	134,875	-	134,875
<b>SUBTOTAL - Fundraising and Grants</b>	<b>107,243</b>	-	<b>134,875</b>	<b>134,875</b>	-	<b>134,875</b>



**MERF  
Income Statement  
As of May FY2018**

**TOTAL REVENUE**

YTD	Budget				
	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast
Actual YTD					
5,755,228	6,392,850	6,592,979	6,593,179	200	200,329

**MERF**  
**Income Statement**  
**As of May 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	
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Salaries</b>							
1300	Certificated Supervisor & Administrator Salaries	454,776	395,000	497,127	497,127	-	(102,127)
	<b>SUBTOTAL - Certificated Salaries</b>	<b>454,776</b>	<b>395,000</b>	<b>497,127</b>	<b>497,127</b>	-	<b>(102,127)</b>
<b>Classified Salaries</b>							
2400	Classified Clerical & Office Salaries	1,464,642	1,762,325	1,622,475	1,622,475	-	139,850
2900	Classified Other Salaries	159,612	218,900	196,421	196,421	-	22,479
	<b>SUBTOTAL - Classified Salaries</b>	<b>1,624,254</b>	<b>1,981,225</b>	<b>1,818,896</b>	<b>1,818,896</b>	-	<b>162,329</b>
<b>Employee Benefits</b>							
3100	STRS	78,063	71,638	76,642	76,642	-	(5,004)
3200	PERS	37,244	98,760	45,280	45,280	-	53,480
3300	OASDI-Medicare-Alternative	116,842	139,944	134,639	134,639	-	5,305
3400	Health & Welfare Benefits	227,910	248,979	247,529	247,529	-	1,451
3500	Unemployment Insurance	12,055	12,719	11,834	11,834	-	885
3600	Workers Comp Insurance	33,469	26,756	26,078	26,078	-	678
3900	Other Employee Benefits	55,592	80,468	125,089	125,089	-	(44,621)
	<b>SUBTOTAL - Employee Benefits</b>	<b>561,175</b>	<b>679,264</b>	<b>667,091</b>	<b>667,091</b>	-	<b>12,173</b>
<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	-	1,020	1,020	1,020	-	-
4320	Educational Software	-	9,000	9,840	9,840	-	(840)
4325	Instructional Materials & Supplies	-	1,102	1,102	1,102	-	-
4330	Office Supplies	3,828	12,099	12,099	12,099	-	-
4400	Noncapitalized Equipment	1,867	1,000	1,867	1,867	-	(867)
4420	Computers (individual items less than \$5k)	995	5,000	4,133	4,133	-	867
4720	Other Food	16,008	41,200	36,200	36,200	-	5,000
	<b>SUBTOTAL - Books and Supplies</b>	<b>22,698</b>	<b>70,421</b>	<b>66,261</b>	<b>66,261</b>	-	<b>4,160</b>

**MERF**  
**Income Statement**  
**As of May 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
<b>Services &amp; Other Operating Expenses</b>						
5200 Travel & Conferences	3,793	-	3,676	3,793	(117)	(3,793)
5210 Conference Fees	4,575	43,796	38,489	38,372	117	5,424
5215 Travel - Mileage, Parking, Tolls	43,727	73,320	73,320	73,320	-	-
5220 Travel and Lodging	9,955	96,569	95,893	95,893	-	676
5300 Dues & Memberships	9,320	15,200	15,200	15,200	-	-
5450 Insurance - Other	11,628	14,688	22,355	22,355	-	(7,667)
5500 Operations & Housekeeping	12,967	22,093	22,093	18,093	4,000	4,000
5605 Equipment Leases	14,223	12,240	17,138	17,138	-	(4,898)
5610 Rent	164,053	160,800	160,800	164,800	(4,000)	(4,000)
5615 Repairs and Maintenance - Building	-	84	84	84	-	-
5803 Accounting Fees	51,273	30,120	48,623	51,273	(2,650)	(21,153)
5809 Banking Fees	222	18,275	12,651	10,001	2,650	8,274
5812 Business Services	580,760	700,000	700,000	700,000	-	-
5819 School Programs - Other	9,900	-	9,900	9,900	-	(9,900)
5822 Other Professional Services	605,943	653,121	654,439	654,439	-	(1,318)
5833 Fines and Penalties	4,521	321	4,482	4,482	-	(4,161)
5845 Legal Fees	272,584	420,000	570,000	570,000	-	(150,000)
5848 Licenses and Other Fees	5,870	-	8,000	8,000	-	(8,000)
5851 Marketing and Student Recruiting	15,042	53,000	52,357	52,357	-	643
5857 Payroll Fees	11,931	18,000	18,000	18,000	-	-
5861 Prior Yr Exp (not accrued)	16,676	-	8,000	16,676	(8,676)	(16,676)
5863 Professional Development	48,057	114,900	163,501	163,501	-	(48,601)
5864 Professional Development - Tuition Reimbursement	16,300	60,000	47,400	47,400	-	12,600
5869 Special Education Contract Instructors	-	-	45,833	45,833	-	(45,833)
5875 Staff Recruiting	11,928	15,000	15,000	15,000	-	-
5884 Substitutes	(396)	-	-	-	-	-
5887 Technology Services	73,714	170,628	168,699	168,699	-	1,929
5899 Miscellaneous Operating Expenses	24	-	-	-	-	-
5900 Communications	21,640	17,340	21,269	21,769	(500)	(4,429)
5915 Postage and Delivery	6,145	17,280	17,280	17,280	-	-

**MERF**  
**Income Statement**  
**As of May FY2018**

**SUBTOTAL - Services & Other Operating Exp.**

**Capital Outlay & Depreciation**

6900 Depreciation

**SUBTOTAL - Capital Outlay & Depreciation**

**Other Outflows**

7999 Uncategorized Expense

**SUBTOTAL - Other Outflows**

**TOTAL EXPENSES**

YTD	Budget				
	Adopted Budget	2nd Interim (Approved Revised Budget)	Current Forecast	2nd Interim (Approved Revised Budget) vs. Current Forecast	Adopted Budget vs. Current Forecast
<b>Actual YTD</b>					
<b>2,026,375</b>	<b>2,726,775</b>	<b>3,014,482</b>	<b>3,023,658</b>	<b>(9,176)</b>	<b>(296,883)</b>
1,320	933	933	933	-	-
<b>1,320</b>	<b>933</b>	<b>933</b>	<b>933</b>	<b>-</b>	<b>-</b>
10,281	-	-	-	-	-
<b>10,281</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>4,700,879</b>	<b>5,853,618</b>	<b>6,064,790</b>	<b>6,073,966</b>	<b>(9,176)</b>	<b>(220,348)</b>

**MPS**  
**Monthly Cash Forecast**  
**As of May FY2018**

	2017-18													
	Actuals & Forecast												Forecast	Remaining Balance
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast		
<b>Beginning Cash</b>	<b>8,913,830</b>	<b>8,884,054</b>	<b>7,879,740</b>	<b>8,803,579</b>	<b>9,788,897</b>	<b>9,648,161</b>	<b>11,307,122</b>	<b>12,888,094</b>	<b>12,865,423</b>	<b>14,035,251</b>	<b>14,000,624</b>	<b>14,058,636</b>		
<b>REVENUE</b>														
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	2,870,490	2,726,925	36,330,449	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	147,355	828,945	4,312,464	1,049,728
Other State Revenue	69,587	111,317	111,234	155,230	125,756	2,376,510	505,065	293,810	443,908	660,326	516,458	505,991	6,960,592	1,085,402
Other Local Revenue	609,740	540,791	532,709	563,795	425,803	623,644	559,771	564,140	703,406	523,568	461,395	792,483	7,059,563	158,321
Fundraising & Grants	7,705	106,045	18,240	46,799	30,534	40,368	13,491	35,815	19,241	27,461	22,329	39,140	410,846	3,679
<b>TOTAL REVENUE</b>	<b>1,292,133</b>	<b>2,955,687</b>	<b>2,913,231</b>	<b>4,652,946</b>	<b>3,579,876</b>	<b>6,037,751</b>	<b>5,132,619</b>	<b>4,169,806</b>	<b>5,909,190</b>	<b>4,132,807</b>	<b>4,018,027</b>	<b>4,893,483</b>	<b>55,073,914</b>	<b>5,386,358</b>
<b>EXPENSES</b>														
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	1,376,273	1,809,339	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	459,991	362,510	5,006,293	-
Employee Benefits	358,232	522,771	487,874	689,432	484,186	609,713	452,200	526,012	659,604	526,741	492,986	938,927	6,791,405	42,728
Books & Supplies	51,693	242,231	177,609	316,131	184,109	207,216	117,312	178,707	381,255	211,637	146,403	1,091,254	3,389,642	84,086
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	1,543,128	1,515,865	3,620,537	19,473,529	823,416
Capital Outlay & Depreciation	76,216	70,255	88,634	47,108	9,880	56,547	47,188	56,547	56,547	56,547	56,547	210,849	979,688	146,826
Other Outflows	-	5,276	81,794	-	40,228	38,068	(60,591)	14,959	269,557	39,955	136,716	(166,321)	399,641	-
<b>TOTAL EXPENSES</b>	<b>2,192,427</b>	<b>3,834,158</b>	<b>3,737,350</b>	<b>4,479,604</b>	<b>3,395,212</b>	<b>4,287,472</b>	<b>3,470,833</b>	<b>4,216,909</b>	<b>4,742,842</b>	<b>4,142,427</b>	<b>4,184,781</b>	<b>7,867,095</b>	<b>51,648,165</b>	<b>1,097,055</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(900,294)</b>	<b>(878,472)</b>	<b>(824,120)</b>	<b>173,343</b>	<b>184,663</b>	<b>1,750,279</b>	<b>1,661,786</b>	<b>(47,103)</b>	<b>1,166,348</b>	<b>(9,620)</b>	<b>(166,754)</b>	<b>(2,973,611)</b>	<b>3,425,749</b>	<b>4,289,303</b>
Revenues - Prior Year Accruals	1,902,864	417,699	457,653	401,135	(109,705)	85,892	13,939	(334,218)	13,403	-	9,437	3,152	-	-
Accounts Receivable - Current Year	-	6,808	-	-	-	-	-	-	-	-	-	917	-	-
Other Assets	80,681	(164,966)	92,208	-	(442,215)	-	-	-	-	(13,445)	(200)	829,378	-	-
Fixed Assets	(8,241)	54,251	45,668	36,935	3,785,062	56,547	(191,459)	56,547	(4,224,439)	(57,945)	56,547	(676,493)	-	-
Due To (From)	227,133	(483,751)	1,378,957	(4,554)	(429,746)	47,808	(136,625)	(67,098)	58,176	(168,108)	266,347	1	-	-
Expenses - Prior Year Accruals	(163,700)	(109,084)	(74,687)	(59,607)	11,483	(497)	(26,092)	302,565	(57,509)	(76,653)	(66,974)	(345,103)	-	-
Accounts Payable - Current Year	(800,001)	116,506	(81,043)	399,146	(376,674)	(317,898)	222,486	24,959	20,908	249,393	(83,212)	(622,647)	-	-
Summerholdback for Teachers	(295,718)	36,696	42,381	43,086	40,560	40,997	41,102	41,676	42,209	41,752	42,823	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 Liabilities	(72,500)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>8,884,054</b>	<b>7,879,740</b>	<b>8,803,579</b>	<b>9,788,897</b>	<b>9,648,161</b>	<b>11,307,122</b>	<b>12,888,094</b>	<b>12,865,423</b>	<b>14,035,251</b>	<b>14,000,624</b>	<b>14,058,636</b>	<b>10,334,384</b>		

**MSA-1**  
**Monthly Cash Forecast**  
**As of May FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>1,311,426</b>	<b>1,213,183</b>	<b>1,061,846</b>	<b>1,970,020</b>	<b>2,133,893</b>	<b>2,076,167</b>	<b>1,992,917</b>	<b>2,345,414</b>	<b>2,122,480</b>	<b>2,324,682</b>	<b>2,378,307</b>	<b>2,147,257</b>			
<b>REVENUE</b>															
LCFF Entitlement	66,268	314,905	270,727	594,809	416,623	416,623	594,810	482,926	559,754	386,449	433,787	323,139	5,511,579	650,759	
Federal Revenue	-	-	22,279	72,370	108,000	(80,670)	99,704	28,993	178,484	7,756	21,840	95,620	1,184,438	630,061	
Other State Revenue	-	(900)	340	10,046	1,704	270,408	145,554	2,400	102,889	159,373	77,006	168,962	1,363,612	425,830	
Other Local Revenue	-	51	1,469	12,528	760	245	448	1,190	40,132	504	(874)	19,873	76,325	-	
Fundraising & Grants	-	686	13,289	8,610	6,499	3,660	8,555	4,682	4,025	5,000	2,825	354	58,185	-	
<b>TOTAL REVENUE</b>	<b>66,268</b>	<b>314,743</b>	<b>308,104</b>	<b>698,362</b>	<b>533,586</b>	<b>610,265</b>	<b>849,071</b>	<b>520,191</b>	<b>885,284</b>	<b>559,082</b>	<b>534,584</b>	<b>607,948</b>	<b>8,194,139</b>	<b>1,706,650</b>	
<b>EXPENSES</b>															
Certificated Salaries	31,018	181,008	206,831	203,721	192,791	215,233	187,680	203,275	195,153	186,491	191,876	274,943	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	40,087	48,392	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	40,338	137,778	872,684	-	
Books & Supplies	3,016	25,523	33,801	34,778	28,353	28,385	12,671	4,224	77,872	30,952	29,727	195,085	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	262,720	455,006	2,940,401	345,576	
Capital Outlay & Depreciation	11,667	11,667	11,667	11,667	(46,667)	-	-	-	-	-	-	13,348	160,174	146,826	
Other Outflows	-	816	(816)	-	3,597	(3,597)	243	3,961	(4,054)	582	16,051	(16,784)	-	-	
<b>TOTAL EXPENSES</b>	<b>255,835</b>	<b>517,666</b>	<b>502,186</b>	<b>593,532</b>	<b>477,217</b>	<b>660,649</b>	<b>312,723</b>	<b>537,999</b>	<b>591,260</b>	<b>534,231</b>	<b>580,799</b>	<b>1,107,768</b>	<b>7,167,154</b>	<b>495,288</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(189,567)</b>	<b>(202,923)</b>	<b>(194,081)</b>	<b>104,830</b>	<b>56,370</b>	<b>(50,384)</b>	<b>536,347</b>	<b>(17,808)</b>	<b>294,025</b>	<b>24,851</b>	<b>(46,215)</b>	<b>(499,820)</b>	<b>1,026,984</b>	<b>1,211,362</b>	
Revenues - Prior Year Accruals	375,947	62,421	399,022	141,012	(109,705)	-	2,349	(52,434)	4,086	-	871	-	-	-	
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)	-	(413,699)	-	-	
Due To (From)	90,421	(27,859)	696,767	(19,564)	(861,644)	28,597	(20,556)	(208,476)	(52,654)	(44,608)	(40,152)	(2,231)	-	-	
Expenses - Prior Year Accruals	(47,023)	(7,252)	(7,230)	(4,082)	4,082	-	-	52,398	(10,480)	(10,480)	(10,480)	(62,876)	-	-	
Accounts Payable - Current Year	(87,706)	1,557	1,762	14,109	(30,169)	(64,824)	63,225	(1,126)	(37,385)	193,884	(139,701)	(56,356)	-	-	
Summerholdback for Teachers	(40,791)	4,245	5,142	5,331	4,632	3,362	4,464	4,512	4,610	4,471	4,627	9,189	-	-	
Loans Payable (Long Term)	-	-	-	-	(2,800,000)	-	-	-	-	-	-	-	-	-	
<b>Ending Cash</b>	<b>1,213,183</b>	<b>1,061,846</b>	<b>1,970,020</b>	<b>2,133,893</b>	<b>2,076,167</b>	<b>1,992,917</b>	<b>2,345,414</b>	<b>2,122,480</b>	<b>2,324,682</b>	<b>2,378,307</b>	<b>2,147,257</b>	<b>1,121,464</b>			

**MSA-2**  
**Monthly Cash Forecast**  
**As of May FY2018**

	#REF!													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>780,732</b>	<b>546,870</b>	<b>520,308</b>	<b>348,992</b>	<b>458,157</b>	<b>434,047</b>	<b>548,393</b>	<b>863,721</b>	<b>815,469</b>	<b>1,045,990</b>	<b>1,084,802</b>	<b>1,074,266</b>			
<b>REVENUE</b>															
LCFF Entitlement	55,376	254,577	217,660	478,312	332,720	332,720	478,313	388,128	483,663	330,368	364,221	265,442	4,480,488	498,989	
Federal Revenue	-	-	-	64,686	-	25,832	53,708	44,992	93,095	8,480	16,356	134,657	530,459	88,651	
Other State Revenue	-	(771)	1,094	13,806	-	255,171	23,277	2,825	104,379	87,015	65,228	34,609	680,764	94,131	
Other Local Revenue	-	-	-	3,940	-	22,928	(22,186)	647	34,178	390	71	39	40,006	-	
Fundraising & Grants	1,185	-	964	7,720	936	4,028	86	4,388	1,830	4,970	1,720	2,224	30,051	-	
<b>TOTAL REVENUE</b>	<b>56,561</b>	<b>253,806</b>	<b>219,718</b>	<b>568,464</b>	<b>333,656</b>	<b>640,679</b>	<b>533,198</b>	<b>440,980</b>	<b>717,145</b>	<b>431,222</b>	<b>447,595</b>	<b>436,972</b>	<b>5,761,767</b>	<b>681,770</b>	
<b>EXPENSES</b>															
Certificated Salaries	44,029	164,448	166,860	163,995	163,288	167,402	164,308	166,296	154,200	149,784	160,228	221,673	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	70,550	31,700	379,646	-	
Employee Benefits	40,040	60,269	53,487	71,902	56,622	82,035	64,093	54,387	54,506	60,006	57,729	176,128	831,205	-	
Books & Supplies	6,832	24,886	27,923	9,469	53,051	66,549	(11,432)	46,621	30,713	23,224	24,395	98,242	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	134,507	302,903	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	4,696	(240)	51,413	-	
Other Outflows	-	-	-	-	-	-	3,750	1,888	(5,639)	591	29,586	(30,177)	-	-	
<b>TOTAL EXPENSES</b>	<b>237,129</b>	<b>396,988</b>	<b>400,001</b>	<b>390,725</b>	<b>455,650</b>	<b>496,034</b>	<b>265,311</b>	<b>548,064</b>	<b>420,041</b>	<b>437,077</b>	<b>481,691</b>	<b>800,229</b>	<b>5,514,654</b>	<b>185,713</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(180,568)</b>	<b>(143,182)</b>	<b>(180,283)</b>	<b>177,738</b>	<b>(121,994)</b>	<b>144,645</b>	<b>267,887</b>	<b>(107,084)</b>	<b>297,105</b>	<b>(5,855)</b>	<b>(34,096)</b>	<b>(363,258)</b>	<b>247,113</b>	<b>496,057</b>	
Revenues - Prior Year Accruals	261,436	88,062	7,763	14,247	-	-	-	(43,740)	3,339	-	-	-	-	-	
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	4,696	(1,531)	-	-	
Due To (From)	(59,349)	(914)	2,310	(4,270)	2,914	-	1,100	(3,422)	6,638	(1,164)	64	122,572	-	-	
Expenses - Prior Year Accruals	(8,939)	(11,577)	(380)	(4,207)	4,207	-	(11,870)	43,708	(8,742)	(8,742)	(8,742)	(27,097)	-	-	
Accounts Payable - Current Year	(94,694)	29,332	(12,535)	9,737	(8,340)	(42,301)	46,560	50,664	(79,364)	43,077	19,996	(89,010)	-	-	
Summerholdback for Teachers	(50,477)	7,020	7,114	7,230	7,110	7,306	6,955	6,927	6,850	6,800	7,545	7,557	-	-	
<b>Ending Cash</b>	<b>546,870</b>	<b>520,308</b>	<b>348,992</b>	<b>458,157</b>	<b>434,047</b>	<b>548,393</b>	<b>863,721</b>	<b>815,469</b>	<b>1,045,990</b>	<b>1,084,802</b>	<b>1,074,266</b>	<b>723,499</b>			



**MSA-3**  
**Monthly Cash Forecast**  
**As of May FY2018**

	#REF!													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>178,629</b>	<b>378,829</b>	<b>220,277</b>	<b>171,699</b>	<b>305,168</b>	<b>179,466</b>	<b>379,499</b>	<b>520,758</b>	<b>510,347</b>	<b>754,780</b>	<b>735,870</b>	<b>724,206</b>			
<b>REVENUE</b>															
LCFF Entitlement	55,193	254,291	217,495	476,739	332,619	332,619	476,738	387,844	518,000	350,601	376,735	268,680	4,465,612	418,057	
Federal Revenue	-	-	1,794	47,932	-	19,674	36,280	12,933	77,204	13,079	18,603	194,160	499,769	78,110	
Other State Revenue	-	(763)	1,632	10,444	-	327,961	24,459	29,386	102,427	86,927	66,268	30,452	785,415	106,221	
Other Local Revenue	700	-	-	4,306	1,233	6,840	8,024	9,422	24,916	-	239	2,586	58,266	-	
Fundraising & Grants	-	-	-	1,332	6,728	3,566	604	6,911	5,412	1,545	331	(135)	27,058	764	
<b>TOTAL REVENUE</b>	<b>55,893</b>	<b>253,528</b>	<b>220,921</b>	<b>540,753</b>	<b>340,581</b>	<b>690,661</b>	<b>546,105</b>	<b>446,496</b>	<b>727,960</b>	<b>452,152</b>	<b>462,176</b>	<b>495,742</b>	<b>5,836,121</b>	<b>603,152</b>	
<b>EXPENSES</b>															
Certificated Salaries	25,875	144,000	138,763	137,858	132,123	135,745	131,910	144,215	140,366	138,775	137,549	183,506	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	57,409	5,442	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	61,920	37,172	699,210	-	
Books & Supplies	4,828	37,711	12,440	17,443	35,166	14,882	12,550	34,168	14,106	41,607	544	139,266	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	188,915	364,570	2,146,320	39,585	
Capital Outlay & Depreciation	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	(14,286)	20,723	-	
Other Outflows	-	-	-	-	-	-	1,189	5,032	(6,222)	-	2,560	(2,560)	-	-	
<b>TOTAL EXPENSES</b>	<b>222,827</b>	<b>389,618</b>	<b>368,275</b>	<b>460,369</b>	<b>419,575</b>	<b>457,947</b>	<b>429,504</b>	<b>475,979</b>	<b>460,727</b>	<b>487,094</b>	<b>452,080</b>	<b>713,109</b>	<b>5,401,240</b>	<b>64,135</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(166,934)</b>	<b>(136,090)</b>	<b>(147,354)</b>	<b>80,383</b>	<b>(78,994)</b>	<b>232,714</b>	<b>116,601</b>	<b>(29,483)</b>	<b>267,233</b>	<b>(34,941)</b>	<b>10,096</b>	<b>(217,367)</b>	<b>434,880</b>	<b>539,017</b>	
Revenues - Prior Year Accruals	228,831	51,531	6,796	26,982	-	-	-	(43,573)	3,305	-	3,025	-	-	-	
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	3,183	(27,374)	-	-	
Due To (From)	(21,894)	-	(2,231)	(2,647)	2,575	-	(4,153)	8,400	396	(717)	(27,217)	3,699	-	-	
Expenses - Prior Year Accruals	(8,888)	(2,120)	-	(4,354)	3,692	-	(13,725)	43,542	(8,709)	(8,709)	(8,709)	(53,402)	-	-	
Accounts Payable - Current Year	(133,460)	2,631	8,011	28,024	(35,198)	(39,920)	38,730	3,318	(17,895)	18,118	3,787	(37,558)	-	-	
Summerholdback for Teachers	(43,037)	3,463	3,905	3,936	3,859	4,056	4,020	4,201	4,201	4,156	4,172	6,397	-	-	
<b>Ending Cash</b>	<b>378,829</b>	<b>220,277</b>	<b>171,699</b>	<b>305,168</b>	<b>179,466</b>	<b>379,499</b>	<b>520,758</b>	<b>510,347</b>	<b>754,780</b>	<b>735,870</b>	<b>724,206</b>	<b>399,056</b>			

**MSA-4**  
**Monthly Cash Forecast**  
**As of May FY2018**

	#REF!													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>776,350</b>	<b>681,092</b>	<b>712,965</b>	<b>735,289</b>	<b>824,027</b>	<b>843,178</b>	<b>1,023,990</b>	<b>1,149,140</b>	<b>1,201,472</b>	<b>1,211,009</b>	<b>1,389,950</b>	<b>1,374,525</b>			
<b>REVENUE</b>															
LCFF Entitlement	23,755	108,611	92,774	206,243	141,654	141,654	206,244	165,422	149,353	105,866	131,946	102,708	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	21,918	54,415	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	25,621	5,982	374,896	12,525	
Other Local Revenue	-	-	487	1,017	318	-	6,768	-	17,852	9,275	(8,047)	389	28,058	-	
Fundraising & Grants	900	-	887	-	741	-	1,761	-	-	1,621	3,442	(0)	10,368	1,017	
<b>TOTAL REVENUE</b>	<b>33,250</b>	<b>125,425</b>	<b>105,979</b>	<b>235,186</b>	<b>160,661</b>	<b>388,837</b>	<b>258,638</b>	<b>214,099</b>	<b>200,517</b>	<b>134,130</b>	<b>174,880</b>	<b>163,494</b>	<b>2,371,593</b>	<b>176,496</b>	
<b>EXPENSES</b>															
Certificated Salaries	13,918	62,177	65,107	64,893	62,817	63,625	60,643	65,112	60,383	65,789	68,002	89,890	742,356	-	
Classified Salaries	3,534	4,087	4,941	6,275	5,960	10,793	10,606	11,664	11,167	9,961	6,914	14,366	100,267	-	
Employee Benefits	12,825	23,103	13,191	15,562	11,669	32,919	20,152	15,813	19,280	22,096	22,861	58,161	267,632	-	
Books & Supplies	3,901	148	10,117	9,428	17,781	2,127	655	1,577	32,281	13,683	7,220	72,278	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	63,733	66,876	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	1,305	1,301	15,656	-	
Other Outflows	-	-	-	-	1,603	(1,603)	-	1,690	(348)	318	11,280	(12,940)	-	-	
<b>TOTAL EXPENSES</b>	<b>60,882</b>	<b>117,177</b>	<b>128,459</b>	<b>157,880</b>	<b>150,563</b>	<b>203,430</b>	<b>141,192</b>	<b>167,922</b>	<b>193,407</b>	<b>190,518</b>	<b>181,314</b>	<b>289,933</b>	<b>2,141,504</b>	<b>158,829</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(27,632)</b>	<b>8,248</b>	<b>(22,480)</b>	<b>77,306</b>	<b>10,099</b>	<b>185,407</b>	<b>117,446</b>	<b>46,178</b>	<b>7,110</b>	<b>(56,387)</b>	<b>(6,434)</b>	<b>(126,439)</b>	<b>230,089</b>	<b>17,667</b>	
Revenues - Prior Year Accruals	124,388	34,361	7,235	9,315	-	-	640	(18,812)	1,481	-	-	-	-	-	
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	1,305	9,686	-	-	
Due To (From)	71,474	-	26,181	(1,084)	1,017	-	(1,153)	(3,997)	(438)	207,127	414	(2,317)	-	-	
Expenses - Prior Year Accruals	(6,001)	(12,171)	(1,128)	(66)	-	-	-	18,799	(3,379)	(3,759)	(3,800)	(23,135)	-	-	
Accounts Payable - Current Year	(23,982)	6,781	7,014	8,296	(1,932)	(8,098)	4,756	6,635	1,128	27,999	(9,507)	(37,767)	-	-	
Summerholdback for Teachers	(18,003)	1,863	2,103	2,178	2,115	2,198	2,156	2,224	2,329	2,656	2,596	2,827	-	-	
<b>Ending Cash</b>	<b>681,092</b>	<b>712,965</b>	<b>735,289</b>	<b>824,027</b>	<b>843,178</b>	<b>1,023,990</b>	<b>1,149,140</b>	<b>1,201,472</b>	<b>1,211,009</b>	<b>1,389,950</b>	<b>1,374,525</b>	<b>1,197,380</b>			

**MSA-5**  
**Monthly Cash Forecast**  
**As of May FY2018**

	#REF!													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>1,000,807</b>	<b>1,158,000</b>	<b>1,164,131</b>	<b>1,189,082</b>	<b>1,226,284</b>	<b>1,161,410</b>	<b>1,329,533</b>	<b>1,542,695</b>	<b>1,555,282</b>	<b>1,665,883</b>	<b>1,763,638</b>	<b>1,768,127</b>			
<b>REVENUE</b>															
LCFF Entitlement	22,445	99,589	135,451	186,768	130,184	130,184	193,933	153,989	252,159	161,715	166,388	108,486	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	15,142	46,797	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	16,689	25,470	421,755	29,404	
Other Local Revenue	-	-	-	1,017	-	-	10,708	-	23,880	69,645	3,085	47,605	155,940	-	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	2,017	2,017	-	
<b>TOTAL REVENUE</b>	<b>30,566</b>	<b>115,649</b>	<b>149,292</b>	<b>209,190</b>	<b>147,854</b>	<b>367,931</b>	<b>271,145</b>	<b>186,459</b>	<b>337,848</b>	<b>263,323</b>	<b>201,304</b>	<b>230,374</b>	<b>2,758,010</b>	<b>247,074</b>	
<b>EXPENSES</b>															
Certificated Salaries	15,275	70,637	81,715	82,266	83,353	76,456	74,081	85,420	80,453	78,959	80,660	104,245	913,522	-	
Classified Salaries	4,196	14,127	13,833	13,828	13,904	15,264	16,293	16,464	15,499	15,643	(8,831)	(3,210)	127,010	-	
Employee Benefits	24,503	23,896	29,131	46,050	31,259	21,511	27,019	31,593	29,955	30,780	29,988	74,950	400,635	0	
Books & Supplies	8,177	9,215	29,052	34,170	2,879	269	7,798	3,934	45,643	3,406	11,422	124,680	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	49,806	206,513	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	1,433	3,145	18,908	(0)	
Other Outflows	-	-	-	-	-	-	-	-	-	-	1,183	(1,183)	-	-	
<b>TOTAL EXPENSES</b>	<b>91,371</b>	<b>138,460</b>	<b>182,451</b>	<b>196,772</b>	<b>169,776</b>	<b>176,136</b>	<b>188,677</b>	<b>184,617</b>	<b>217,259</b>	<b>214,290</b>	<b>165,661</b>	<b>509,140</b>	<b>2,454,125</b>	<b>19,516</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(60,805)</b>	<b>(22,812)</b>	<b>(33,158)</b>	<b>12,417</b>	<b>(21,921)</b>	<b>191,796</b>	<b>82,468</b>	<b>1,843</b>	<b>120,589</b>	<b>49,033</b>	<b>35,644</b>	<b>(278,766)</b>	<b>303,885</b>	<b>227,559</b>	
Revenues - Prior Year Accruals	165,245	24,488	6,191	25,226	-	-	3,861	(17,716)	1,341	-	-	5	-	-	
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	1,433	(9,340)	-	-	
Due To (From)	116,414	-	26,320	(1,305)	1,017	-	97,035	3,498	223	(223)	78	(8,168)	-	-	
Expenses - Prior Year Accruals	(5,009)	(477)	14,437	(14,694)	-	-	-	17,706	(3,466)	(3,541)	(3,541)	(45,731)	-	-	
Accounts Payable - Current Year	(39,869)	9,239	4,687	33,907	(47,391)	(27,823)	25,728	3,127	(12,281)	48,351	(31,928)	(24,016)	-	-	
Summerholdback for Teachers	(24,620)	2,803	3,018	3,196	1,990	2,717	2,638	2,696	2,762	2,702	2,804	3,603	-	-	
<b>Ending Cash</b>	<b>1,158,000</b>	<b>1,164,131</b>	<b>1,189,082</b>	<b>1,226,284</b>	<b>1,161,410</b>	<b>1,329,533</b>	<b>1,542,695</b>	<b>1,555,282</b>	<b>1,665,883</b>	<b>1,763,638</b>	<b>1,768,127</b>	<b>1,412,261</b>			

**MSA-6**  
**Monthly Cash Forecast**  
**As of May FY2018**

	#REF!													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>754,059</b>	<b>681,720</b>	<b>687,541</b>	<b>689,221</b>	<b>792,397</b>	<b>781,960</b>	<b>866,889</b>	<b>1,113,104</b>	<b>1,154,870</b>	<b>1,170,631</b>	<b>1,149,682</b>	<b>1,245,315</b>			
<b>REVENUE</b>															
LCFF Entitlement	21,801	94,499	79,965	174,850	120,684	120,684	174,850	142,496	134,125	93,125	114,518	85,126	1,451,424	94,700	
Federal Revenue	2,011	4,022	2,681	21,150	2,681	12,831	27,875	10,831	30,462	2,885	6,167	39,480	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	15,077	34,316	296,206	31,494	
Other Local Revenue	1,200	-	-	949	-	4,019	1,263	-	4,769	(4,769)	1,335	1,200	9,965	-	
Fundraising & Grants	400	1,955	-	2,732	1,862	2,772	1,631	-	-	4,769	650	-	16,771	-	
<b>TOTAL REVENUE</b>	<b>31,289</b>	<b>112,229</b>	<b>90,592</b>	<b>207,517</b>	<b>133,063</b>	<b>225,360</b>	<b>255,180</b>	<b>167,546</b>	<b>172,838</b>	<b>117,765</b>	<b>137,747</b>	<b>160,122</b>	<b>1,953,899</b>	<b>142,652</b>	
<b>EXPENSES</b>															
Certificated Salaries	18,849	59,433	59,808	60,258	60,483	57,058	55,699	60,865	57,132	56,199	57,682	102,208	705,674	-	
Classified Salaries	4,308	6,327	11,916	10,054	8,102	8,689	8,104	10,180	10,137	9,172	11,057	41,506	139,552	-	
Employee Benefits	13,735	27,299	14,590	30,250	26,677	12,964	8,594	22,726	28,805	28,833	20,440	81,103	316,017	-	
Books & Supplies	5,065	12,489	2,285	3,768	14,099	9,939	(242)	11,136	8,228	4,389	6,792	53,365	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	46,976	98,279	518,325	5,670	
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	-	-	5,031	(6,761)	-	-	
<b>TOTAL EXPENSES</b>	<b>79,212</b>	<b>143,665</b>	<b>114,044</b>	<b>135,676</b>	<b>159,854</b>	<b>110,967</b>	<b>133,061</b>	<b>147,319</b>	<b>139,712</b>	<b>140,506</b>	<b>149,626</b>	<b>371,349</b>	<b>1,834,689</b>	<b>9,700</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(47,923)</b>	<b>(31,435)</b>	<b>(23,452)</b>	<b>71,841</b>	<b>(26,791)</b>	<b>114,394</b>	<b>122,119</b>	<b>20,227</b>	<b>33,126</b>	<b>(22,741)</b>	<b>(11,879)</b>	<b>(211,227)</b>	<b>119,211</b>	<b>132,952</b>	
Revenues - Prior Year Accruals	94,166	24,128	384	39,078	-	-	10,346	(17,147)	1,242	-	-	-	-	-	
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	1,648	6,631	-	-	
Due To (From)	321,266	-	26,390	(949)	949	-	97,217	15,297	173	(15,471)	100,058	199,942	-	-	
Expenses - Prior Year Accruals	(3,384)	(3,671)	(1,998)	(279)	-	-	-	17,136	(3,427)	(3,427)	(3,427)	(8,017)	-	-	
Accounts Payable - Current Year	(13,681)	14,939	(2,291)	(3,784)	5,039	(33,288)	14,674	2,368	(19,212)	16,881	6,979	(13,549)	-	-	
Summerholdback for Teachers	(18,389)	2,128	2,149	2,168	2,170	2,175	2,128	2,236	2,210	2,160	2,254	2,692	-	-	
<b>Ending Cash</b>	<b>681,720</b>	<b>687,541</b>	<b>689,221</b>	<b>792,397</b>	<b>781,960</b>	<b>866,889</b>	<b>1,113,104</b>	<b>1,154,870</b>	<b>1,170,631</b>	<b>1,149,682</b>	<b>1,245,315</b>	<b>1,221,787</b>			

**MSA-7**  
**Monthly Cash Forecast**  
**As of May FY2018**

	#REF!													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>830,140</b>	<b>890,345</b>	<b>804,244</b>	<b>710,038</b>	<b>785,894</b>	<b>846,538</b>	<b>1,129,842</b>	<b>1,200,970</b>	<b>1,232,059</b>	<b>1,309,152</b>	<b>1,314,697</b>	<b>1,269,874</b>			
<b>REVENUE</b>															
LCFF Entitlement	36,051	157,504	133,471	288,573	201,794	201,794	288,574	237,864	273,413	186,726	211,138	150,138	2,572,334	205,295	
Federal Revenue	3,325	6,650	4,434	33,650	4,434	18,331	54,231	7,759	45,814	7,122	11,703	23,753	263,088	41,883	
Other State Revenue	9,718	19,437	13,515	12,958	12,958	350,387	97,288	63,626	11,233	71,091	25,678	66,342	827,717	73,484	
Other Local Revenue	40	1,191	1,074	3,120	692	1,272	8,838	512	34,397	935	1,938	308	54,318	-	
Fundraising & Grants	365	230	70	4,301	991	2,689	254	3,027	3,566	294	2,521	1,897	20,205	-	
<b>TOTAL REVENUE</b>	<b>49,500</b>	<b>185,012</b>	<b>152,563</b>	<b>342,601</b>	<b>220,868</b>	<b>574,474</b>	<b>449,185</b>	<b>312,789</b>	<b>368,423</b>	<b>266,168</b>	<b>252,978</b>	<b>242,438</b>	<b>3,737,660</b>	<b>320,662</b>	
<b>EXPENSES</b>															
Certificated Salaries	16,665	88,574	91,442	90,502	89,852	88,843	88,917	89,287	88,007	83,737	83,950	114,283	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	24,768	25,488	252,903	-	
Employee Benefits	11,628	38,110	33,507	48,914	18,223	44,248	26,481	34,017	32,336	33,230	31,031	57,157	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	14,379	34,162	208,228	11,866	
Services & Other Operating Expenses	132,828	164,371	66,254	147,236	46,212	112,245	127,359	108,276	128,145	131,170	173,095	136,498	1,483,682	9,993	
Capital Outlay & Depreciation	9,693	1,691	(1,829)	1,691	1,691	1,691	(2,793)	1,691	1,691	1,691	1,691	4,249	22,844	-	
Other Outflows	-	-	-	-	-	-	(786)	-	572	(273)	3,071	(2,583)	-	-	
<b>TOTAL EXPENSES</b>	<b>186,336</b>	<b>330,823</b>	<b>225,639</b>	<b>340,389</b>	<b>188,037</b>	<b>282,191</b>	<b>260,319</b>	<b>281,851</b>	<b>290,191</b>	<b>281,726</b>	<b>331,984</b>	<b>369,253</b>	<b>3,390,597</b>	<b>21,859</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(136,836)</b>	<b>(145,811)</b>	<b>(73,076)</b>	<b>2,212</b>	<b>32,831</b>	<b>292,283</b>	<b>188,866</b>	<b>30,937</b>	<b>78,232</b>	<b>(15,558)</b>	<b>(79,006)</b>	<b>(126,815)</b>	<b>347,063</b>	<b>298,802</b>	
Revenues - Prior Year Accruals	136,403	35,719	2,364	97,623	-	-	(3,256)	(28,292)	1,990	-	2,544	-	-	-	
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	1,691	(28,291)	-	-	
Due To (From)	(151,049)	1,815	(25,225)	(1,387)	1,898	-	(125,825)	(2,325)	372	(372)	129	(129)	-	-	
Expenses - Prior Year Accruals	(21,915)	709	(892)	-	-	-	-	28,272	(5,654)	(5,654)	(5,279)	(35,608)	-	-	
Accounts Payable - Current Year	(17,711)	17,225	(3,617)	25,617	(34,917)	(15,206)	9,604	(3,784)	(4,471)	21,941	30,470	(74,067)	-	-	
Summerholdback for Teachers	(36,910)	4,528	4,549	4,661	4,582	4,536	4,532	4,590	4,934	4,598	4,629	4,410	-	-	
<b>Ending Cash</b>	<b>890,345</b>	<b>804,244</b>	<b>710,038</b>	<b>785,894</b>	<b>846,538</b>	<b>1,129,842</b>	<b>1,200,970</b>	<b>1,232,059</b>	<b>1,309,152</b>	<b>1,314,697</b>	<b>1,269,874</b>	<b>1,014,475</b>			

**MSA-8**  
**Monthly Cash Forecast**  
**As of May FY2018**

	#REF!													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>925,839</b>	<b>980,773</b>	<b>954,386</b>	<b>859,975</b>	<b>1,052,280</b>	<b>1,194,195</b>	<b>1,567,014</b>	<b>1,808,810</b>	<b>1,881,698</b>	<b>1,969,163</b>	<b>1,884,880</b>	<b>1,934,565</b>			
<b>REVENUE</b>															
LCFF Entitlement	61,846	273,738	232,507	506,640	352,544	352,544	506,639	414,424	475,324	325,895	370,103	267,758	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	6,538	66,967	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	42,882	18,653	841,820	201,369	
Other Local Revenue	-	-	-	2,236	-	23	14,491	-	26,354	-	4,513	(1)	47,617	-	
Fundraising & Grants	4,726	-	-	4,030	708	996	-	2,687	1,637	7,710	1,105	2,189	25,787	0	
<b>TOTAL REVENUE</b>	<b>88,948</b>	<b>318,492</b>	<b>262,723</b>	<b>610,881</b>	<b>383,088</b>	<b>641,629</b>	<b>610,930</b>	<b>469,323</b>	<b>561,102</b>	<b>406,632</b>	<b>425,141</b>	<b>355,565</b>	<b>5,803,665</b>	<b>669,212</b>	
<b>EXPENSES</b>															
Certificated Salaries	23,885	125,080	156,833	140,580	139,639	142,505	133,555	146,805	142,968	140,909	149,532	361,439	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	33,545	(2,733)	300,008	0	
Employee Benefits	34,375	61,919	43,042	53,521	40,747	35,946	23,003	54,375	124,224	56,265	50,007	52,445	653,200	23,331	
Books & Supplies	2,538	41,388	3,250	23,209	12,742	50,423	3,191	20,777	50,414	36,595	2,794	167,754	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	160,635	482,280	2,209,125	10,887	
Capital Outlay & Depreciation	5,650	5,650	10,527	5,650	5,650	5,650	774	5,650	5,650	5,650	5,650	28,373	90,528	-	
Other Outflows	-	-	-	-	-	-	-	(492)	406	-	8,774	(8,688)	-	-	
<b>TOTAL EXPENSES</b>	<b>203,466</b>	<b>379,048</b>	<b>372,555</b>	<b>386,023</b>	<b>343,301</b>	<b>439,739</b>	<b>353,667</b>	<b>502,087</b>	<b>564,080</b>	<b>401,676</b>	<b>410,938</b>	<b>1,080,870</b>	<b>5,473,169</b>	<b>35,718</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(114,517)</b>	<b>(60,556)</b>	<b>(109,833)</b>	<b>224,857</b>	<b>39,787</b>	<b>201,890</b>	<b>257,263</b>	<b>(32,764)</b>	<b>(2,978)</b>	<b>4,955</b>	<b>14,203</b>	<b>(725,305)</b>	<b>330,496</b>	<b>633,494</b>	
Revenues - Prior Year Accruals	289,487	60,414	-	31,974	-	-	-	(48,656)	3,534	-	2,996	-	-	-	
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	5,650	(29,600)	-	-	
Due To (From)	2,007,771	72,759	12,883	(2,236)	2,236	160,000	(2,002)	93,611	434	(145)	98	220	-	-	
Expenses - Prior Year Accruals	(9,293)	(19,451)	(2,426)	(54)	-	-	-	48,623	(9,724)	(9,724)	(9,724)	(11,380)	-	-	
Accounts Payable - Current Year	(58,972)	(11,970)	(4,368)	16,057	3,585	1,766	(17,727)	2,853	86,966	(88,470)	32,975	(92,850)	-	-	
Summerholdback for Teachers	(25,519)	1,677	3,683	3,355	3,359	3,512	3,489	3,570	3,583	3,451	3,487	6,994	-	-	
<b>Ending Cash</b>	<b>980,773</b>	<b>954,386</b>	<b>859,975</b>	<b>1,052,280</b>	<b>1,194,195</b>	<b>1,567,014</b>	<b>1,808,810</b>	<b>1,881,698</b>	<b>1,969,163</b>	<b>1,884,880</b>	<b>1,934,565</b>	<b>1,082,644</b>			

**MSA-SA**  
**Monthly Cash Forecast**  
**As of May FY2018**

	#REF!													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>1,576,509</b>	<b>1,396,508</b>	<b>909,436</b>	<b>441,989</b>	<b>510,637</b>	<b>613,858</b>	<b>939,908</b>	<b>814,911</b>	<b>825,794</b>	<b>851,296</b>	<b>862,221</b>	<b>846,250</b>			
<b>REVENUE</b>															
LCFF Entitlement	206,800	433,995	402,777	372,240	603,908	518,610	488,074	495,865	656,074	698,575	495,865	1,016,856	6,705,513	315,871	
Federal Revenue	-	-	63,161	5,159	-	145,394	54,025	-	148,190	21,699	26,431	174,998	680,931	41,874	
Other State Revenue	14,908	14,909	27,100	27,259	39,528	102,587	29,141	67,656	72,525	67,762	68,090	88,964	693,881	73,455	
Other Local Revenue	2,118	628	2,241	8,225	2,551	4,138	275	1,400	29,601	4,231	1,248	6,025	62,681	-	
Fundraising & Grants	129	-	3,030	6,107	12,069	4,448	-	12,494	2,771	1,396	7,722	2,313	52,479	-	
<b>TOTAL REVENUE</b>	<b>223,956</b>	<b>449,532</b>	<b>498,309</b>	<b>418,990</b>	<b>658,057</b>	<b>775,177</b>	<b>571,515</b>	<b>577,414</b>	<b>909,161</b>	<b>793,663</b>	<b>599,355</b>	<b>1,289,155</b>	<b>8,195,484</b>	<b>431,201</b>	
<b>EXPENSES</b>															
Certificated Salaries	40,707	246,046	273,857	270,899	248,655	252,323	245,701	247,539	232,407	236,112	283,967	199,917	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	35,151	185	715,687	-	
Employee Benefits	51,391	92,220	116,369	127,975	84,891	54,083	83,207	91,726	110,922	92,054	92,757	123,663	1,121,256	-	
Books & Supplies	9,151	59,556	40,561	149,834	3,948	10,460	77,853	24,990	86,942	35,972	41,387	134,726	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	175,162	277,864	2,100,689	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	33,103	183,649	547,780	-	
Other Outflows	-	-	87,070	-	35,028	40,363	(75,391)	-	288,791	43,431	43,038	(62,689)	399,641	-	
<b>TOTAL EXPENSES</b>	<b>289,886</b>	<b>654,264</b>	<b>757,457</b>	<b>894,376</b>	<b>466,906</b>	<b>657,836</b>	<b>746,048</b>	<b>692,141</b>	<b>849,058</b>	<b>751,102</b>	<b>704,564</b>	<b>857,315</b>	<b>8,340,722</b>	<b>19,769</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(65,931)</b>	<b>(204,732)</b>	<b>(259,148)</b>	<b>(475,386)</b>	<b>191,151</b>	<b>117,341</b>	<b>(174,533)</b>	<b>(114,727)</b>	<b>60,104</b>	<b>42,561</b>	<b>(105,210)</b>	<b>431,841</b>	<b>(145,238)</b>	<b>411,432</b>	
Revenues - Prior Year Accruals	6,943	36,574	24,501	-	-	85,892	-	(25,108)	(9,251)	-	-	3,147	-	-	
Other Assets	2,215,457	-	-	-	(75,554)	-	-	-	-	-	(200)	-	-	-	
Fixed Assets	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	(4,231,897)	33,103	33,103	(182,101)	-	-	
Due To (From)	(2,189,783)	(366,413)	(108,429)	347,581	77,942	174,595	20,066	90,185	1,482	(13,843)	15,159	(222,861)	-	-	
Expenses - Prior Year Accruals	(46,025)	(9,031)	(58,791)	(28,676)	-	-	-	20,086	(5,021)	(5,021)	(5,021)	(28,357)	-	-	
Accounts Payable - Current Year	(95,792)	16,152	7,162	188,551	(126,605)	(88,040)	(6,746)	43	52,045	(53,181)	38,910	(121,839)	-	-	
Summerholdback for Teachers	(37,974)	7,276	7,334	7,643	7,351	7,326	7,280	7,301	7,309	7,307	7,288	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	-	-	-	-	-	
<b>Ending Cash</b>	<b>1,396,508</b>	<b>909,436</b>	<b>441,989</b>	<b>510,637</b>	<b>613,858</b>	<b>939,908</b>	<b>814,911</b>	<b>825,794</b>	<b>851,296</b>	<b>862,221</b>	<b>846,250</b>	<b>737,461</b>			



**MSA-SD**  
**Monthly Cash Forecast**  
**As of May FY2018**

	#REF!													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast			
<b>Beginning Cash</b>	<b>726,668</b>	<b>830,192</b>	<b>669,431</b>	<b>1,500,270</b>	<b>1,463,362</b>	<b>831,915</b>	<b>1,058,209</b>	<b>911,576</b>	<b>923,117</b>	<b>1,113,366</b>	<b>803,602</b>	<b>803,588</b>			
<b>REVENUE</b>															
LCFF Entitlement	40,264	172,476	357,792	249,255	223,803	269,651	197,223	194,147	525,670	205,791	205,791	138,592	2,950,464	170,008	
Federal Revenue	-	2,745	1,806	7,893	-	7,325	9,707	-	19,026	1,640	2,659	41,616	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	113,920	32,241	674,527	37,489	
Other Local Revenue	444	33	-	16,181	162	5,100	1,174	(607)	22,569	324	11,841	18,942	76,164	-	
Fundraising & Grants	-	-	-	11,968	-	17,908	-	627	-	-	-	650	33,051	1,898	
<b>TOTAL REVENUE</b>	<b>50,665</b>	<b>185,211</b>	<b>377,591</b>	<b>310,726</b>	<b>248,374</b>	<b>542,600</b>	<b>249,759</b>	<b>238,412</b>	<b>584,155</b>	<b>265,481</b>	<b>334,211</b>	<b>232,042</b>	<b>3,868,397</b>	<b>249,169</b>	
<b>EXPENSES</b>															
Certificated Salaries	31,240	117,464	139,647	124,573	121,847	133,038	125,491	138,122	113,672	121,263	124,911	114,884	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	25,422	6,731	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	44,687	53,850	553,593	-	
Books & Supplies	1,601	3,430	6,147	3,020	5,901	6,951	10,613	4,545	12,636	8,844	7,929	36,288	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	177,824	249,603	1,539,069	23,843	
Capital Outlay & Depreciation	3,718	3,718	3,718	3,718	3,718	3,718	3,718	3,718	3,718	3,718	3,718	(9,950)	30,951	-	
Other Outflows	-	-	-	-	-	2,065	8,541	3,852	(3,850)	(4,794)	5,861	(11,675)	-	-	
<b>TOTAL EXPENSES</b>	<b>173,256</b>	<b>257,385</b>	<b>257,681</b>	<b>386,252</b>	<b>257,644</b>	<b>319,092</b>	<b>301,634</b>	<b>277,625</b>	<b>425,960</b>	<b>327,893</b>	<b>390,352</b>	<b>439,731</b>	<b>3,856,345</b>	<b>41,838</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(122,592)</b>	<b>(72,175)</b>	<b>119,910</b>	<b>(75,526)</b>	<b>(9,270)</b>	<b>223,508</b>	<b>(51,874)</b>	<b>(39,213)</b>	<b>158,196</b>	<b>(62,412)</b>	<b>(56,141)</b>	<b>(207,689)</b>	<b>12,053</b>	<b>207,331</b>	
Revenues - Prior Year Accruals	220,019	-	3,397	15,678	-	-	-	(38,740)	2,336	-	-	-	-	-	
Other Assets	53,896	-	-	(30,233)	(167,958)	-	-	-	-	-	-	79,525	-	-	
Fixed Assets	3,718	1,800	(3,825)	3,718	3,718	3,718	3,718	3,718	(4,987)	3,718	3,718	(488)	-	-	
Due To (From)	(22,737)	(15,825)	694,999	14,894	(430,994)	-	(107,196)	105,246	1,086	(211,365)	24,080	(16,758)	-	-	
Expenses - Prior Year Accruals	(5,467)	(8,960)	(3,792)	(3,195)	(497)	(497)	(497)	12,296	(8,251)	(8,251)	(8,251)	(49,499)	-	-	
Accounts Payable - Current Year	(23,314)	(67,294)	16,766	34,367	(29,839)	(4,245)	5,777	(35,185)	38,450	(34,907)	33,159	(16,325)	-	-	
Summerholdback for Teachers	-	1,692	3,385	3,389	3,393	3,809	3,440	3,419	3,419	3,452	3,421	5,105	-	-	
<b>Ending Cash</b>	<b>830,192</b>	<b>669,431</b>	<b>1,500,270</b>	<b>1,463,362</b>	<b>831,915</b>	<b>1,058,209</b>	<b>911,576</b>	<b>923,117</b>	<b>1,113,366</b>	<b>803,602</b>	<b>803,588</b>	<b>597,458</b>			

**MERF**  
**Monthly Cash Forecast**  
**As of May FY2018**

	2017-18												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast		
<b>Beginning Cash</b>	<b>52,671</b>	<b>126,542</b>	<b>175,175</b>	<b>187,003</b>	<b>236,799</b>	<b>685,427</b>	<b>470,930</b>	<b>616,994</b>	<b>642,834</b>	<b>619,299</b>	<b>632,975</b>	<b>870,664</b>		
<b>REVENUE</b>														
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	446,045	695,517	6,450,222	158,321
Fundraising & Grants	-	103,174	-	-	-	300	600	1,000	-	156	2,013	27,632	134,875	-
<b>TOTAL REVENUE</b>	<b>605,237</b>	<b>642,060</b>	<b>527,438</b>	<b>510,277</b>	<b>420,087</b>	<b>580,137</b>	<b>537,892</b>	<b>596,094</b>	<b>444,757</b>	<b>443,188</b>	<b>448,058</b>	<b>679,630</b>	<b>6,593,179</b>	<b>158,321</b>
<b>EXPENSES</b>														
Certificated Salaries	42,729	43,333	56,642	44,158	44,158	21,688	44,158	44,158	37,917	37,917	37,917	42,351	497,127	-
Classified Salaries	142,271	147,977	126,131	138,461	136,648	145,690	153,071	155,062	157,053	157,970	163,920	194,642	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	41,230	86,519	667,091	19,397
Books & Supplies	663	6,405	259	3,531	(1,076)	1,879	2,544	1,934	5,091	1,653	(186)	35,408	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	82,490	980,146	3,023,658	17,138
Capital Outlay & Depreciation	120	120	120	120	120	120	120	120	120	120	120	(387)	933	-
Other Outflows	-	4,460	(4,460)	-	-	840	1,862	(2,702)	(100)	100	10,281	(10,281)	-	-
<b>TOTAL EXPENSES</b>	<b>392,227</b>	<b>509,064</b>	<b>428,602</b>	<b>537,607</b>	<b>306,689</b>	<b>483,453</b>	<b>338,697</b>	<b>401,304</b>	<b>591,149</b>	<b>376,315</b>	<b>335,772</b>	<b>1,328,397</b>	<b>6,073,966</b>	<b>44,690</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>213,011</b>	<b>132,996</b>	<b>98,836</b>	<b>(27,330)</b>	<b>113,397</b>	<b>96,684</b>	<b>199,196</b>	<b>194,790</b>	<b>(146,391)</b>	<b>66,874</b>	<b>112,286</b>	<b>(648,767)</b>	<b>519,212</b>	<b>113,631</b>
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	463	-	-
Other Assets	81,216	-	-	366,327	(366,327)	-	-	-	-	(12,345)	-	738,206	-	-
Fixed Assets	120	120	120	120	120	120	120	120	120	120	120	(387)	-	-
Due To (From)	64,599	(147,314)	28,992	(333,586)	772,345	(315,383)	(91,158)	(165,115)	100,463	(87,326)	193,636	(73,968)	-	-
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	(68,354)	(59,310)	-	-
Other Liabilities	(72,500)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>126,542</b>	<b>175,175</b>	<b>187,003</b>	<b>236,799</b>	<b>685,427</b>	<b>470,930</b>	<b>616,994</b>	<b>642,834</b>	<b>619,299</b>	<b>632,975</b>	<b>870,664</b>	<b>826,901</b>		

# Cover Sheet

## Facility Updates

**Section:** IV. Discussion Items  
**Item:** C. Facility Updates  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
IV C Facilities Update.pdf  
IV C MSA-1 New High School Project - July 2018 - Board Presentation.pptx



Committee Agenda Item #:	IV. C - Information/Discussion Item
Date:	July 12, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava 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	Lease for Temp Site @ The Bridge Bible Fellowship (18644 Sherman Way) was signed.	<ul style="list-style-type: none"> <li>No contractual next steps; operations and logistics to be coordinated by MSA-1</li> </ul>
	<p>New High School Building Construction Update:</p> <ul style="list-style-type: none"> <li>A ground-breaking ceremony was held on June 15<sup>th</sup> and was featured in the LA Daily News</li> <li>Grading completed – final compaction inspection by City completed</li> </ul>	<p>New High School Building Construction Update:</p> <ul style="list-style-type: none"> <li>Finalize contract with Oltmans; work is being performed under a limited NTP</li> </ul>
MSA-2	<p>Campus Improvements:</p> <ul style="list-style-type: none"> <li>Still waiting for draft of development agreement for improvements to campus.</li> <li>Previous concurrence of other campus occupants was deemed inadequate by LAUSD. New consents needed to be executed.</li> <li>Birmingham previously took position that open area blacktop does not belong to MSA-2. Based on the FUA they backed off this position</li> <li>An RFP for the installation of cameras in the classrooms was issued to four (4) firms and two (2) proposals were received</li> </ul>	<p>Campus Improvements:</p> <ul style="list-style-type: none"> <li>RFPs for design team and CM are in process</li> <li>Select vendor for installation of cameras in the classrooms</li> </ul>



SCHOOL	UPDATES	NEXT STEPS
	Prop 39 Energy Efficiency Grant: <ul style="list-style-type: none"> <li>▪ No updates since last meeting</li> <li>▪ Bids were received for lighting and HVAC upgrades</li> </ul>	Prop 39 Energy Efficiency Grant: <ul style="list-style-type: none"> <li>▪ Consultants submitted request to LAUSD to make improvements – awaiting feedback</li> </ul>
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  MPS is endeavoring to keep classrooms that LAUSD is threatening to take away	Finalize FUA  Staff has reached out to LAUSD Prop 39 Staff, LAUSD Board Member Nick Melvoin, and new principal to negotiate space
MSA-5	Prop 39 offer accepted subject to final Prop 39 negotiations and final FUA	Finalize FUA
MSA-6	Capital Improvements:  MSA-6's electrical panel was upgraded to support the load from running A/Cs. MSA-6 purchased new A/Cs which the church will install	Capital Improvements:  Church (Landlord) to install purchased A/C units
	Renewal of lease <ul style="list-style-type: none"> <li>▪ Church has signed-off on one year renewal at same rental rate</li> </ul>	Renewal of lease <ul style="list-style-type: none"> <li>▪ Board approval and ratification</li> </ul>
MSA-7	Capital Improvements:  The pavement work has been completed in time for summer school. See Exhibit A for pictures. The work will be paid for by the school and then the school will submit for reimbursement under the Charter School Facility Incentive Grant ("CSFIG")  <i>Background: MSA-7 is the recipient of a CSFIG grant from the California School Finance Authority. \$276,000 is remaining and maybe up to \$414,000 based on a request to recover a previously forfeited \$138,000</i>	Capital Improvements:  The school would like to improve the following using CSFIG funds <ul style="list-style-type: none"> <li>▪ student and staff restrooms</li> <li>▪ flooring in certain classrooms</li> </ul>



SCHOOL	UPDATES	NEXT STEPS
	Prop 39 Energy Grant: Contractors walked the site to bid on lighting and HVAC upgrade work	Prop 39 Energy Grant: Receive bids, evaluate award contract(s)
MSA-8	No updates	
MSA-SAN DIEGO	Project in close out mode: <ul style="list-style-type: none"> <li>▪ Silver Creek finishing up punch-list work. Inspector of Record will inspect and provide sign-off.</li> <li>▪ Certain back up documentation must be provided by NexGen in order to close out project and pay final payment applications</li> </ul>	Follow up with close-out activities: <ul style="list-style-type: none"> <li>▪ Silver Creek and NexGen to complete punch list items</li> <li>▪ Patrick Ontiveros continuing to work with Hal Block to obtain missing back up documentation in order to close out NexGen contract.</li> </ul>
	Prop 39 Energy Grant: Consultants walked site to come up with energy saving improvements.	Prop 39 Energy Grant: Consultants will provide list of recommended improvements
MSA-SANTA ANA	Detailed report from Gafcon provided as an Exhibit to this update. Project is over 70% complete.	





Exhibit A  
MSA-7 WORK

BEFORE	AFTER
 A photograph showing a long, narrow asphalt path with significant cracking and discoloration. The path is bordered by a chain-link fence on the right and a concrete curb on the left.	 A photograph showing the same path after repair. The asphalt is now dark, smooth, and free of cracks. A concrete curb is visible on the left side.
 A close-up photograph of a cracked asphalt area at the base of a chain-link fence gate. The crack runs vertically through the asphalt.	 A close-up photograph of the same area after repair. The asphalt is now smooth and free of the vertical crack. The chain-link fence gate is visible on the right.





BEFORE	AFTER
 A photograph showing a concrete sidewalk with a yellow and red curb strip. The sidewalk is partially covered with shadows from trees. A green wheelbarrow is visible on the left side.	 A photograph showing a clean, finished concrete sidewalk. The sidewalk is smooth and free of debris. A tree trunk is visible on the right side, and a potted plant is in the foreground.



Exhibit B

GAFCON REPORT

## Magnolia Science Academy Santa Ana Gymnasium Project



5960 Cornerstone Court West, Suite 100  
San Diego, CA 92121

## TABLE OF CONTENTS

### **1.0 Executive Project Summary**

- 1.1 Project Summary
- 1.2 Project Highlight
- 1.3 Look Ahead (next 45 days)
- 1.4 Safety Report
- 1.5 Community and Campus Concerns

### **2.0 Project Schedule Update**

- 2.1 Schedule Milestone
- 2.2 Upcoming Construction Activities
- 2.3 Construction Impacts to the General Campus and Local Community

### **3.0 Project Documentation**

- 3.1 Submittals
- 3.2 Request for Information (RFI's)
- 3.3 Architects Supplemental Instructions

### **4.0 Financial Report**

- 4.1 Contingency Draw Downs
  - 4.1.1 Contingency Draw Downs - Approved
  - 4.1.2 Submitted Contingency Draw Downs – In Review
  - 4.1.3 Potential Contingency Draw Downs

### **5.0 Project Progress Photos**

- 5.1 Project Progress Photos – June 2018
- 5.2 Project Progress Photos – Modification to Site Drainage, June 26, 2018

### **6.0 Exhibits**

- 6.1 MSA-Gymnasium Project – Detailed Look Ahead Schedule
- 6.2 Submittal Log, Dated June 29, 2018
- 6.3 Request for Information (RFI's) Log, Dated June 29, 2018
- 6.4 Contingency Draw Down Log, Dated June 30, 2018
- 6.5 Meeting Minutes
  - 6.5.1 Number 22
  - 6.5.2 Number 23

## 1.0 EXECUTIVE SUMMARY REPORT

### **1.1 Project Summary**

- 1.1.1 Project is approximately 68% complete.
- 1.1.2 Erection of structural steel is complete
- 1.1.3 Placement of roofing is complete.
- 1.1.4 Installation of fire sprinkler in progress
- 1.1.5 Project construction meetings #22 and #23 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 Served.
- 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-in 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.





## 2.0 PROJECT SCHEDULE UPDATE

### 2.1 Schedule Milestones

- 2.1.1 Project construction completion date is August 15, 2018.
- 2.1.2 Setting of the ceramic tile has been completed in restrooms and locker rooms.
- 2.1.3 Installation of playground equipment
- 2.1.4 Installation and electrical wiring of HVAC units
- 2.1.5 Installation of the drinking fountains

### 2.2 Upcoming Construction Activities

- 2.2.1 Priming and painting
- 2.2.2 Installation of exterior curtain wall
- 2.2.3 Testing of fire alarm
- 2.2.4 Punch list walk
- 2.2.5 Remove construction trailers from site

### 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 June 30, 2018, A total of 115 submittal packages have been issued by the contractor.
- 3.1.2 The Architect has approved 115 submittal packages.
- 3.1.3 There are no open submittals.

### 3.2 RFI's

- 3.2.1 As of June 30, 2018, 143 RFI's have been issued by the contractor.
- 3.2.2 3 remain open with none of those being critical to the progress of the project

### 3.3 Architectural Supplemental Instructions

- 3.3.1 None pending.



## 4.0 FINANCIAL REPORT

### 4.1 Contingency Draw Downs (refer to attached log dated June 30, 2018)

#### 4.1.1 Contingency Draw Downs - Approved

1) COR #02 Provide Power to Fire Alarm System	\$ 3,440.25
2) COR #03 Provide Power to Water Heater	\$ 1,096.33
2) COR #04 Deleting Windows at East Gym Wall - <b>Credit</b>	<b>\$ (110,040.00)</b>
3) COR #05 Deleting of Anti-Graffiti, Carpet, Revising Concrete Floor Finish, Lockers - <b>Credit</b>	<b>\$ (30,068.00)</b>
4) COR #06 Furnish & Install Rubberized Gym Flooring	\$ 109,383.00
5) COR #07 Provide Plaster Finish at Column in Servery	\$ 3,820.00
6) COR #08 Install Sheet Metal Flashing at Curtain & Parapet Walls	\$ 3,616.00
7) COR #09 Provide Power & Thermostat to Control EF-21	\$ 319.19
8) COR #10 Provide Electrical Upgrade to HP-1	\$ 351.00
9) COR #11R Provide Power & Switch to Basketball Back Boards	\$ 16,531.00

#### 4.1.2 Submitted Contingency Draw Downs - In Review

1) COR #12 Orange County Health Department	\$ 17,549.00
2) COR #13 Continuous Plate at Metal Decking	\$ 4,179.00
3) COR #14 Intrusion Door Hardware at the Main Door	\$ 10,647.00
4) COR #15 Skirting of HVAC Equipment on Roof	\$ 4,179.00
5) COR #16 Modification to Fire Sprinkler Riser	<u>\$ 4,606.00</u>

**Remaining Project Contingency Balance – as June 20, 2018** **\$ 84,713.12**

#### 4.1.3 Potential Contingency Draw Downs – Not Yet Submitted

1) Adding of Security Conduit	\$ 2,200.00
2) UV Stabilization Sealer at Playground	\$ 2,700.00
3) Modifications to Site Drainage	<u>\$ 28,000.00</u>

**Potential COR's Not Yet Submitted** **\$ 32,900.00**

**Remaining Project Contingency Balance – as June 30, 2018** **\$ 48,813.12**

(includes COR's approved, in review and forecasted)



**5.0 PROGRESS PHOTOS – MAY 2018**

**5.1 Project Progress Photo – Week of June 18, 2018**



**Photo #01**



**Photo #02**



**Photo #03**



**Photo #04**



**Photo #05**



**Photo #06**



**Photo #07**



**Photo #08**





**Photo #09**



**Photo #10**



**Photo #11**



**Photo #13**



**Photo #14**

**5.2 Modification to Site Drainage Project Progress Photo – June 26, 2018**



**Photo #01**



**Photo #02**



**Photo #03**



**Photo #04**



**Photo #05**



**6.0 EXHIBITS – MAY 2018**

- 6.1 MSA-Gymnasium Project – Detailed Look Ahead Schedule**
- 6.2 Submittal Log, dated June 29, 2018**
- 6.3 Request for Information (RFI’s) Log, Dated June 29, 2018**
- 6.4 Contingency Draw Down Report, Dated June 30, 2018**
- 6.5 Meeting Minutes**
  - 6.6.1 Number #22**
  - 6.6.2 Number #23**











### Exhibit 6.2

## 11-Gym Submittal Log

### Initials

Title	Spec Section Number	Sent Date	Number	Revision	Distributed Date	Returned Date
01 4050-01 - Contractor Safety (Manual)	014050	11/15/2017	1	0	12/04/2017	11/16/2017
03 3000-01 - Cast-In-Place Concrete (Mix Design)	03 30 00	03 30 00	1	0	12/07/2017	12/06/2017
03 3000-01-r1 - Cast-In-Place Concrete (Vapor Barrier)	03 30 00	12/13/2017	1	1	12/14/2017	12/13/2017
04 2200-03 - Concrete Unit Masonry (Mix & Mortar)	04 22 00	12/22/2017 12/28/2017	3	0	01/04/2018	12/28/2017 01/03/2018
05 1200-03 - Struct Steel (Welder Certs)	05 12 00	01/08/2018	3	0	01/11/2018	01/08/2018 01/10/2018
05 1200-04-r1 - Struct Steel (Weld Procedures)	05 12 00	02/19/2018 02/19/2018	4	1	02/27/2018	02/19/2018 02/23/2018
05 1200-05 - Struct Steel (Product Data)	05 12 00	01/08/2018	5	0	01/11/2018	01/08/2018 01/10/2018
07 6200-01 - Sheet Metal Flashing & Trim	07 62 00	01/08/2018	1	0	03/09/2018	01/22/2018 03/05/2018
08 000-01-r1 - Overhead Door	08 0000	01/04/2018 01/08/2018	1	1	01/16/2018	01/08/2018 01/15/2018
08 8000-01-r1 - Glazing	08 80 00	01/23/2018	1	1	02/13/2018	01/23/2018 02/12/2018
08 8000-02 - Glazing (Samples)	08 80 00	01/23/2018 02/01/2018	2	0	02/13/2018	02/01/2018 02/12/2018
09 5113-01 - Acoustical Panel Ceilings	09 51 13	09 51 13	1	0	01/30/2018	01/15/2018 01/29/2018
09 5113-02 - Acoustical Panel Ceilings (samples)	09 51 13	09 51 13	2	0	01/30/2018	01/15/2018 01/29/2018
09 9100-02 - Painting (Drawdowns)	09 91 00	09 91 00	2	0	01/30/2018	01/15/2018 01/29/2018
09 9100 - Painting (Product Data)	09 91 00	12/08/2017	1	0	01/02/2018	12/08/2017
09 9623-01 - Graffiti Resistant Coatings	09 96 23	09 96 23	1	0	12/14/2017	12/05/2017 12/13/2017
10 0000-02-r1 - Specialties (Basketball)	10 0000	02/28/2018 03/01/2018 03/01/2018	2	1	04/02/2018	03/01/2018 03/20/2018
10 2800-02 - Toilet Accessories (sample)	10 28 00	01/23/2018 02/01/2018	2	0	02/13/2018	02/01/2018 02/05/2018
10 4413-01 - Fire Protection Cabinets	10 44 13	04/20/2018 04/23/2018 04/23/2018	1	0	05/01/2018	04/23/2018 05/01/2018

Title	Spec Section Number	Sent Date	Number	Revision	Distributed Date	Returned Date
12 2400-01 - Roller Shades	12 24 00	12/27/2017	1	0	01/10/2018	12/27/2017
22 0516-01 - Expansion Fittings & Loops	22 05 16	12/14/2017	1	0	12/22/2017	12/14/2017
22 0553-01 - ID for Plumbing Piping (Rev)	22 05 53	01/10/2018	1	0	01/24/2018	12/21/2017
22 0719-01 - Plumbing Piping Insulation (Rev)	22 07 19	01/10/2018	1	0	01/30/2018	12/14/2017
22 1005-01 - Plumbing Piping	22 10 05	11/29/2017	1	0	12/01/2017	11/29/2017
22 1006-01 - Plumbing Piping Specialties	22 10 06	01/09/2018	1	0	01/16/2018	01/09/2018
22 4000-01 - Plumbing Fixtures	22 40 00		1	0	01/30/2018	01/15/2018
23 0000-01-3 - HVAC System	23 00 10	04/16/2018	1	3	04/19/2018	04/17/2018
26 0000-03 - Lighting Control Systems & Devices	26 09 23	04/17/2018	1	0	01/16/2018	01/09/2018
26 0526-01-1 - Grounding & Bonding	26 05 26	12/08/2017	1	1	12/18/2017	12/08/2017
26 2818-01 - Enclosed Switches	26 28 18	05/01/2018	1	0	05/29/2018	05/24/2018
26 5100-01 - Interior Lighting (Nuke Exlu)	26 51 00	03/16/2018	1	0	03/22/2018	03/16/2018
31 2000-01 - Earthwork (Pad Cert)	31 2000	03/16/2018	1	0	03/19/2018	03/19/2018
32 1313-01 - Concrete Paving (Mix Designs)	32 13 13	01/01/2018	1	0	01/10/2018	01/01/2018
32 8400-01-1 - Landscape & Irrigation Sys	32 84 00	12/08/2017	1	0	12/18/2017	12/08/2017
03 3000-03-1 - Cast-In-Place Concrete (Rebar)	03 30 00	06/19/2018	1	1	06/26/2018	06/19/2018
03 3000-05 - Cast-In-Place Concrete (Mix Design)	03 30 00	04/18/2018	5	0	04/27/2018	04/19/2018
04 2200-01 - Concrete Unit Masonry	04 22 00	11/13/2017	1	0	11/13/2017	11/13/2017
04 2200-02-1 - Concrete Unit Masonry (Rebar)	04 22 00	02/22/2018	2	2	03/08/2018	02/27/2018
04 2200-04 - Concrete Unit Masonry (Strou)	04 22 00	04/24/2018	4	0	04/26/2018	04/24/2018

Title	Spec Section Number	Sent Date	Number	Revision	Distributed Date	Returned Date
05 1200-01 - Struc Steel Fra (Anchor Bolt-Embed)	05 12 00	12/12/2017	1	0	12/22/2017	12/12/2017
05 1200-01 - Struc Steel Fra (Anchor Bolt-Embed)	05 12 00	12/22/2017	1	1	12/22/2017	12/22/2017
05 1200-02r1 - Struc Steel (Shop Dwg)	05 12 00	02/19/2018	2	1	03/08/2018	02/19/2018
		02/19/2018				03/07/2018
05 3000-01r2 - Metal Deck (Weld Procedures)	05 30 00	04/13/2018	1	2	04/19/2018	04/16/2018
		04/16/2018				04/18/2018
05 4000-01r2 - Cold Form Metal Framing	05 40 00	02/26/2018	1	2	03/13/2018	03/01/2018
		03/01/2018				03/09/2018
06 0000-01 - Stainless Steel Cabinets	06 40 00	04/02/2018	1	0	04/20/2018	12/27/2017
						04/19/2018
07 5113-01 - Built-Up Asphalt Roofing	07 51 13	01/15/2018	1	0	01/30/2018	01/15/2018
		03/19/2018				01/29/2018
07 6200-01r1 - Sheet Metal Flashing & Trim	07 62 00	03/21/2018	1	1	04/03/2018	03/21/2018
		03/21/2018				04/02/2018
07 9200-01 - Joint Sealers	07 9200	01/22/2018	1	1	01/30/2018	01/22/2018
		01/22/2018				01/29/2018
07 9200-02 - Joint Sealers (color chart)	07 9200	01/23/2018	2	0	02/01/2018	01/25/2018
		01/25/2018				01/31/2018
08 1113-01 - Hollow Metal Doors & Frames	08 11 13	01/08/2018	1	0	01/16/2018	01/08/2018
		01/11/2018				01/15/2018
08 1416-01 - Flush Wood Doors	08 14 16	01/11/2018	1	0	01/22/2018	01/11/2018
		01/11/2018				01/15/2018
08 4000-01r1 - Alum Transaction Window	08 4000	03/19/2018	1	1	05/29/2018	03/21/2018
		03/21/2018				03/29/2018
		05/15/2018				05/17/2018
08 4413-01 - Glazed Alum Curtain Walls	08 44 13	03/19/2018	1	0	01/20/2018	01/29/2018
		03/21/2018				03/21/2018
		03/21/2018				03/29/2018
08 4413-02r1 - Glazed Alum Curtain Wall (Shop Dwg)	08 44 13	03/21/2018	2	1	03/30/2018	03/21/2018
		03/21/2018				03/29/2018
08 4413-02r2 - Glazed Alum Curtain Wall (Shop Dwg)	08 44 13	04/24/2018	2	2	05/01/2018	04/24/2018
		04/24/2018				04/30/2018
		04/24/2018				04/24/2018
08 4413-03 - Glazed Alum Curtain Walls (color chart)	08 44 13	01/23/2018	3	0	02/01/2018	01/25/2018
		01/25/2018				01/31/2018
08 7100-01 - Door Hardware	08 71 00	01/15/2018	1	0	02/01/2018	01/15/2018
		04/19/2018				04/19/2018
08 7100-02 - Door Hardware (Storefront)	08 71 00	04/19/2018	2	0	05/08/2018	05/07/2018



Title	Spec Section Number	Sent Date	Number	Revision	Distributed Date	Returned Date
09 2216-3-01-1 - Metal Stud Frame-Non-Struc (Rev)	09 22 16	01/23/2018 01/23/2018	1	1	01/30/2018	01/23/2018 01/29/2018
09 2400-01 - Cement Plaster	09 24 00	01/11/2018	1	0	01/24/2018	01/11/2018 01/22/2018
09 2900-01 - Gypsum Board	09 29 00		1	0	01/11/2018	12/28/2017 01/09/2018
09 3013-01 - Ceramic Tile	09 30 13		1	0	01/30/2018	01/11/2018 01/29/2018
09 6513-01 - Resilient Wall Base - Carpet	09 65 13		1	0	01/30/2018	01/11/2018 01/29/2018
10 0000-02 - Specialties (Basketball)	10 0000	01/23/2018 01/25/2018	2	0	02/07/2018	01/25/2018 02/05/2018
10 1000-01 - Gym Floor (Rubber Surface) Per ASI# 02	10 1000	06/13/2018 06/13/2018	1	0	06/18/2018	06/13/2018
10 2113-01 - Toilet Partitions	10 21 13		1	0	01/15/2018	06/14/2018 12/27/2017
10 2800-01-1 - Toilet Accessories	10 28 00	01/23/2018	1	1	02/13/2018	01/15/2018 01/29/2018
10 4310-01-1 - Signs	10 43 10	03/22/2018 03/26/2018 03/26/2018	1	1	03/30/2018	03/26/2018 03/29/2018
10 4310-02 - Signs (Color Chart)	10 43 10	04/09/2018 04/11/2018 04/11/2018	2	0	04/20/2018	04/11/2018
11 0000-01 - Playground Surfacing	11 0000	12/14/2017	1	0	05/29/2018	12/14/2017 01/15/2018
11 2000-01-1 - Playground Play Equip (Per Plan)	11 2000	05/07/2018 05/08/2018 05/08/2018	1	1	05/11/2018	05/08/2018
21 1300-01 - Fire-Suppression Sprinkler Sys	21 13 00	03/06/2018	1	0	03/06/2018	01/15/2018 03/06/2018
21 1300-02 - Fire-Suppression Sprinkler Sys	21 13 00	05/10/2018 05/10/2018 05/10/2018	2	0	05/10/2018	05/10/2018 05/10/2018
22 0000-01 - Plumbing (General Per Plan)	22 00 10	06/07/2018 06/07/2018 06/07/2018	1	0	06/19/2018	06/07/2018
22 3000-01 - Plumbing Equipment	22 30 00	01/15/2018	1	0	01/24/2018	01/15/2018 01/22/2018
23 0000-01-2 - HVAC System	23 00 10	03/16/2018	1	2	03/28/2018	03/16/2018 03/26/2018
23 0913-01 - Instrumentation & Cntrl for HVAC	23 09 13	03/30/2018 04/02/2018 04/02/2018	1	0	04/11/2018	04/02/2018 04/10/2018

Title	Spec Section Number	Sent Date	Number	Revision	Distributed Date	Returned Date
26 0000-01 - General Electrical	26 00 10	11/29/2017 12/07/2017	1	0		12/07/2017
26 0000-02 - Low-Volt Trans, Switchbrds, Panelbrds	26 00 10	11/30/2017 12/06/2017	2	0	12/18/2017	12/06/2017 12/12/2017
26 0000-04r1 - Interior & Exterior Lighting	26 00 10	03/06/2018 03/16/2018	4	1	03/22/2018	03/08/2018 03/16/2018
27 0000-01 - Low-Voltage (Package)	27 0000	01/10/2018	1	0	01/24/2018	01/10/2018 01/22/2018
32 3113-01 - Chain Link Fences & Gates	32 31 13	01/08/2018	1	0	01/24/2018	01/08/2018 01/22/2018
03 3000-02 - Cast-In-Place Concrete (Sealer)	03 30 00	11/16/2017 11/29/2017	2	0	12/12/2017	11/16/2017 12/05/2017
03 3000-03 - Cast-In-Place Concrete (Rebar)	03 30 00	11/30/2017 12/01/2017	3	0	12/12/2017	12/01/2017 12/11/2017
03 3000-04 - Cast-In-Place Conc (floor Flatness)	03 30 00	02/28/2018	4	0	04/02/2018	04/02/2018
03 3000-05r1 - Cast-In-Place Concrete (Mix Design)	03 30 00	04/27/2018 04/29/2018 04/29/2018	5	1		04/29/2018
03 3543-01 - Abrasive Honed Conc Floors	03 35 43		1	0		01/29/2018
04 2200-02 - Concrete Unit Masonry (Rebar & Mix)	04 22 00		2	0	12/01/2017	12/01/2017 12/11/2017
04 2200-02r1 - Concrete Unit Masonry (Rebar)	04 22 00	12/22/2017 12/26/2017	2	1	01/10/2018	12/26/2017 01/09/2018
05 1200-02 - Struct Steel (Shop Dwgs)	05 12 00	01/08/2018	2	0	01/24/2018	01/08/2018
05 1200-04 - Struct Steel (Weld Procedures)	05 12 00	01/08/2018	4	0	01/22/2018	01/08/2018 01/22/2018
05 3000-01 - Metal Decking	05 30 00		1	0	02/01/2018	01/15/2018
05 3000-01r1 - Metal Decking	05 30 00	03/13/2018 03/15/2018	1	1	03/22/2018	03/15/2018 03/16/2018
05 4000-01 - Cold Form Metal Framing	05 40 00		1	0	01/11/2018	01/01/2018 01/09/2018
05 4000-01r1 - Cold Form Metal Framing	05 40 00	01/23/2018 01/23/2018	1	1	02/01/2018	01/23/2018 01/31/2018
07 9200-01 - Joint Sealers	07 92 00		1	0	01/22/2018	01/22/2018
08 0000-01 - Overhead Door	08 0000		1	0	12/26/2017	12/14/2017 12/21/2017
08 4000-01 - Alum Transaction Window	08 4000		1	0	01/30/2018	01/11/2018 01/29/2018
08 4000-02 - 3-Form Panel Cube	08 4000	01/29/2018	2	0	01/29/2018	01/29/2018
08 4000-03 - 3-Form Panel Cube (sample)	08 4000	01/23/2018	3	0	02/13/2018	02/13/2018
08 4413-02 - Glazed Alum Curtain Walls (Shop Dwgs)	08 44 13	01/25/2018	2	0	02/13/2018	01/25/2018 02/12/2018

Title	Spec Section Number	Sent Date	Number	Revision	Distributed Date	Returned Date
08 9000-01 - Glazing	08 80 00		1	0	01/15/2018	01/15/2018
09 2216 3-01 - Metal Stud Frame-Non-Struc (rev)	09 22 16		1	0	12/27/2017	12/26/2017
09 6513-01 - Resilient Wall Base - Carpet	09 65 13		1	0	01/30/2018	01/15/2018
10 0000-01 - Specialties (Lockers)	10 0000	01/15/2018				01/29/2018
10 2800-01 - Toilet Accessories	10 28 00	01/29/2018	1	0	01/29/2018	01/29/2018
10 4310-01 - Signs	10 43 10	12/27/2017	1	0	12/27/2017	12/27/2017
11 2000 01 - Playground Play Equip (Per Plan)	11 20 00	04/13/2018	1	0	01/16/2018	01/09/2018
11 2000 01 - Playground Play Equip (Per Plan)	11 20 00		1	0	04/19/2018	04/19/2018
11 2000 01 - Playground Play Equip (Per Plan)	11 20 00	05/08/2018	1	1	05/08/2018	05/08/2018
21 1300-01R1 - Fire Suppression Sprinkler Sys	21 13 00	05/08/2018	1	1	03/08/2018	03/08/2018
23 0000-01 - HVAC System	23 00 10	02/15/2018	1	1	03/08/2018	03/08/2018
23 0000-01R1 - HVAC System	23 00 10	03/08/2018	1	1	01/22/2018	01/22/2018
26 0000-04 - Interior & Exterior Lighting	26 00 10	03/05/2018	1	1	03/08/2018	03/05/2018
32 8400 01 - Landscape & Irrigation Sys	32 84 00	06/07/2018	1	0	06/14/2018	06/07/2018
		06/07/2018				06/14/2018





**Exhibit 6.3**

**Log Report**

RFI #	Subject	Due Date
GYM-001	Auto CAD Drawing files	11/30/2017
GYM-002	G-AZ.11 West Elevation	11/30/2017
GYM-003	E005 & GE 1.11	12/04/2017
GYM-004	LIGA-21 Schedule	12/04/2017
GYM-005	Type "F16" Fixtures	12/04/2017
GYM-006	CMU courses to finish floor	11/30/2017
GYM-007	Color Confirmation	11/30/2017
GYM-008	Dimension for Fire Riser/Electric Rooms	12/05/2017
GYM-009	Location for 1" PA	12/05/2017
GYM-010	Conduit under SOG	12/11/2017
GYM-011	Conduits in CMU	12/12/2017
GYM-012	Footings/Conduit Conflict	12/12/2017
GYM-013	E0.11 Note #17 vs #18	12/06/2017
GYM-014	Electrical Room Layout	12/05/2017
GYM-015	Camera Locations	12/11/2017
GYM-016	Finish Floor Elevation	12/08/2017
GYM-017	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-019BL	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 3/53.D1	12/21/2017
GYM-023	CONTROL JOINTS	12/21/2017
GYM-056	WALL TYPE BB 2X4 WOOD	12/21/2017
GYM-032	Pumbing Piles in CMU Walls	01/23/2018
GYM-026	Dimensions between Office & Server	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



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	01/17/2018
GYM-050	Response for RFI #44 AS BUILT REBAR	01/19/2018
GYM-053	EPOXY DETAIL for #8 REBAR	01/22/2018
GYM-054	Exterior Hose Bibs	01/23/2018
GYM-057	Ceiling in IT / Lighting / Audio Control	01/23/2018
GYM-055	Water Heater #1 / Circulating Pump	01/22/2018
GYM-058	5/5802 WT Decking Support	01/23/2018
GYM-059	Detail for 12" to 8" intersection	01/29/2018
GYM-025	Wall between Restrooms	01/24/2018
GYM-060	POST PLACEMENT	02/05/2018
GYM-063	Lighting Submittals Questions	02/08/2018
GYM-061	Control Joint Layout	02/06/2018
GYM-062	DOOR 126.7 & 126.8	02/06/2018
GYM-064	Curtain wall Locator	02/11/2018
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	02/27/2018
GYM-070	REQUEST TO USE SHORT SLOTS FOR BEAM TO CMU WALL	02/22/2018
GYM-074	No EXIT SIGN / RFI #63	02/28/2018
GYM-069	TC Bolts for Structural Bolting	03/08/2018
		02/28/2018

RFI #	Subject	Due Date
GYM-071	ACI vs AISC Specification Discrepancy	03/05/2018
GYM-072	SMOKE DETECTORS	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 Team 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 (FRFR)	03/19/2018
GYM-081	Detail 5/51-05 is not called out on plans	03/22/2018
GYM-082	Clashing at Skewed beam New detail needed	03/22/2018
GYM-082R1	Clashing at Skewed beam R1	03/26/2018
GYM-083	Wall Pad Confirmation	
GYM-082R2	Clashing at Skewed Beam R2	03/27/2018
GYM-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 6/58 02	04/24/2018
GYM-094	METAL DECK	04/24/2018
GYM-096	Alum. Transacation 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	05/01/2018
GYM-102	SKIRTING AROUND HVAC	05/02/2018
GYM-103	FIRE SPRINKLERS	05/08/2018
GYM-104	RFI #100 Metal Deck	05/08/2018
GYM-101	DOOR HARDWARE SCHEDULE	05/08/2018
GYM-109	PLAYGROUND CURB DETAIL	05/08/2018
GYM-105	DRYWALL ON STORAGE AREA CEILING	05/15/2018
		05/09/2018

RFI #	Subject	Due Date
GYM-108	DETAIL J1 section A-A / S8.01	05/14/2018
GYM-107	LATERAL BRIDGING IN RADIUS SOFFIT	05/14/2018
GYM-110	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 UID 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	06/05/2018
GYM-126	STORM DRAIN @ PLAYGROUND AREA	05/24/2018
GYM-122	ASI # 3 WATER HEATER HEIGHT	05/28/2018
GYM-124	SPRINKLER HEAD PENETRATION @ CEILING'S	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-128	16" and 12" Duct Anchors	06/07/2018
GYM-129	COPING CAP FINISH	06/07/2018
GYM-131	FIRE SPRINKLER COVERAGE	06/07/2018
GYM-132	HM DOOR / FRAME COLOR	06/05/2018
GYM-133	P.S. MODERN WHITE	06/07/2018
GYM-134	CONFLICT WITH EXISTING SITE SETUP	06/08/2018
GYM-135	INSPECTORS TEST S DRAIN	06/12/2018
GYM-136	SIGNAGE / WALL PADS	06/14/2018
GYM-137	PARAPET CAP DETAIL	06/18/2018
GYM-138	EMS CONTROL PANEL LOCATION	06/22/2018
GYM-140	CONCRETE SITE WORK	06/28/2018
GYM-139	ETHERNET CONNECTION	06/22/2018
GYM-142	Main Feeder to Gym Building	07/06/2018
GYM-141	TERT Expansion Tank	07/06/2018





MSA - Gymnasium Project Bond Requisition No. 09  
 Contingency Draw Down Report  
 June 30, 2018



Exhibit 6.4

Approved Contingency Draw Downs											
No.	Description	Beginning Contingency	Originating Document	Agreement Date	Contractors Estimate	Gafcon Estimate	Variance	Agreed to Amount	Beginning Balance	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	\$ 3,826.00	\$ 3,056.47	\$ 770.53	\$ 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	\$ 1,311.00	\$ 852.82	\$ 458.18	\$ 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	<del>\$(101,259.00)</del>	<del>\$(110,039.98)</del>	<del>\$(8,780.50)</del>	<del>110,040.00</del>		\$ 218,048.31	Credit for COR #04R
COR #05R	Credit for deleting Anti-Graffiti, Floor Fin, & Lockers		ASI #01	05/01/18	<del>\$(28,203.00)</del>	<del>\$(31,084.42)</del>	<del>\$(2,881.42)</del>	<del>30,068.00</del>		\$ 248,116.31	Credit for COR #05R
COR #06	Furnish & install of new gym rubberized floor		ASI #02	05/01/18	\$ 109,383.00	\$ 109,383.00	\$ -	\$ 109,383.00		\$ 138,733.31	Owner Requested
COR #07R	Furnish & install plaster at column		RFI #51	05/01/18	\$ 4,138.00	\$ 3,445.76	\$ 692.24	\$ 3,820.00		\$ 134,913.31	Design omission
COR #08R	Furnish & install str. metal cap between curtain wall & parapet wall		Sheet Metal Submittal	05/01/18	\$ 4,164.00	\$ 3,195.58	\$ 968.42	\$ 3,616.00		\$ 131,297.31	Design omission
COR #09R	Provide power and thermostat to control EF-2I		RFI #39	05/01/18	\$ 497.00	\$ 319.19	\$ 177.81	\$ 319.19		\$ 130,978.12	Design omission
COR #10	Furnish & install electrical upgrade to HP-1		RFI #80	05/01/18	\$ 351.00	\$ 351.00	\$ -	\$ 351.00		\$ 130,627.12	Design omission
COR #11R	Furnish & install power & switch basketball back boards		RFI's #5/8/8	05/01/18	\$ 19,210.00	\$ 16,531.00	\$ 2,679.00	\$ 16,531.00		\$ 114,096.12	Design omission
COR #12	Orange County Health Department Changes		ASI #03		\$ 17,549.00	\$ 16,291.50	\$ 1,257.50	\$ 10,647.00		\$ 103,449.12	Design omission
COR #13	Weld Continuous Plate at Metal Decking		RFI #97		\$ 4,179.00		\$ -	\$ 4,179.00		\$ 99,270.12	Design omission
COR #14	Infusion Hardware - Main Entry to Gym		RFI #16		\$ 10,647.00		\$ -	\$ 10,647.00		\$ 88,623.12	Design omission
COR #15	Skirting of HVAC Equipment on Roof		RFI #102		\$ 2,304.00		\$ -	\$ 2,304.00		\$ 86,319.12	Must be done to obtaining roofing warranty
COR #16	Potential Cost Associated w/Fire Sprinkler Rear		RFI #131		\$ 4,606.00		\$ -	\$ 4,606.00		\$ 81,713.12	Design omission
	<b>Forecasted Contingency Draw Downs</b>							<b>Forecasted Amount</b>			
	Security Conduit							\$ 2,200.00		\$ 79,513.12	Owner Requested
	UV Stabilization Sealer							\$ 2,700.00		\$ 76,813.12	
	Site Drainage		RFI#140					\$ 28,000.00		\$ 48,813.12	
		<b>Approved Contingency Draw Downs Totals</b>			<b>\$ 52,703.00</b>	<b>\$ 22,947.94</b>	<b>\$ (4,658.24)</b>	<b>\$ 138,556.77</b>		<b>\$ 81,713.12</b>	<b>Remaining Balance w/Credits</b>
								<b>\$ 48,813.12</b>		<b>\$ 48,813.12</b>	<b>Remaining Balance w/Approved &amp; Forecasted CORs</b>



## Exhibit 6.5.1

## 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
		<b>Official Documented Meeting Minutes:</b> 1. Meeting minutes from 05-15-18 <b>APPROVED</b>				
		<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. Meeting minutes from 05-08-18 <b>APPROVED</b>				

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



# Meeting #22

<b>Safety/Security</b>						
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
<b>Official Documented Meeting Minutes:</b> 1. None noted. <b>INFORMATION ONLY</b>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. None noted. <b>INFORMATION ONLY</b>						
2.2	1	Sub-Contractor Safety	Gary Baird (R.C. Construction Services, Inc.)	06/ 12/ 2018	High	Open
<b>Official Documented Meeting Minutes:</b> 1. Sub contractor safety talks. <b>ON GOING</b>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. Sub contractor safety talks. <b>ON GOING</b>						

<b>Campus/Community Concerns</b>						
No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
3.1	1	Review of Issues	David Rudge (Gafcon)	06/ 12/ 2018	High	Open
<b>Official Documented Meeting Minutes:</b> 1. None noted. <b>INFORMATION ONLY</b>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. None noted. <b>INFORMATION ONLY</b>						

<b>Previous Meeting Open Issues</b>						
No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
4.1	1	Open Issue	David Rudge (Gafcon)	06/ 12/ 2018	High	Open
<b>Official Documented Meeting Minutes:</b> 1. Playground Inspector <b>BIC: MPS-OPEN</b>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. ASI #03 related to the Servery and OCHD approved by Orange County Health Department <b>CLOSED</b> 2. CCDs related to RFI 097 and 098 <b>CLOSED</b> 3. Playground submittal response has been distributed to RCCS. <b>CLOSED</b> 4. Playground Inspector <b>OPEN</b>						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.





# Meeting #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
<b>Official Documented Meeting Minutes:</b> 1. RFI 117 Playground storm drain <b>BIC: Berliner - CLOSED</b> 2. ASI#03 Construction a. Ceiling tile b. Coved base tile c. Epoxy paint d. Long lead stainless steel counters 3. Playground surface color <b>BIC: Berliner - OPEN</b> 4. Signage color <b>BIC: Berliner - OPEN</b>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. Motorized Basketball Backboard review of final amount. <b>INFORMATION ONLY</b> 2. RFI 117 Playground storm drain <b>BIC: Berliner OPEN</b>						
5.2	1	Review of Previous Week Works	Gary Baird (R.C. Construction Services, Inc.)	06/ 12/ 2018	Low	Open
<b>Attachments:</b> <a href="#">RCC Completion Job Schedules 20180531.xlsx</a>						
<b>Official Documented Meeting Minutes:</b> 1. Refer to attached look ahead schedule. <b>INFORMATION ONLY</b>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. Refer to attached 3 week look ahead. <b>INFORMATION ONLY</b>						
5.3	1	2 Week Look Ahead Schedule		06/ 12/ 2018	Medium	Open
<b>Description:</b> Work in progress and upcoming work.						
<b>Attachments:</b> <a href="#">RCC Completion Job Schedules 20180531.xlsx</a>						
<b>Official Documented Meeting Minutes:</b> 1. Refer to the attached completion look ahead schedule. <b>INFORMATION ONLY</b>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. Refer to the attached 3 week look schedule. <b>INFORMATION ONLY</b>						
5.4	1	Baseline/Monthly Project Schedule Updates	Jon Wollam (R.C. Construction Services, Inc.)	06/ 12/ 2018	Medium	Open
<b>Official Documented Meeting Minutes:</b> 1. Monthly Schedule update will be sent out with Pay application 07 <b>BIC: RCC - OPEN</b>						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

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# Meeting #22

	<p><b>Previous Meeting Minutes:</b></p> <p><b>05/15/2018:</b></p> <p>1. Monthly Schedule update will be sent out 05/01/2018 <b>CLOSED BIC: RCC</b></p>
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## Review of Project Logs

No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
6.1	1	Submittals/Shop Drawings	David Rudge (Gafcon)	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
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**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

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## Meeting #22

		<ul style="list-style-type: none"> <li>c. RFI's Drafts (not formally submitted) 0</li> <li>d. RFI's Open 0</li> </ul> <ul style="list-style-type: none"> <li>2. Critical RFI's (in order of importance) <ul style="list-style-type: none"> <li>a. None</li> </ul> </li> <li>3. Refer to attached RFI log dated 05/15/18 <b>INFORMATION ONLY</b></li> <li>4. More information needed <ul style="list-style-type: none"> <li>a. None</li> </ul> </li> </ul>				
6.3	1	ASI's/Bullitens/CCD's	David Rudge (Gafcon)	06/ 12/ 2018	High	Open
<b>Official Documented Meeting Minutes:</b> 1. ASI#03 regarding the Servery has been approved by the Orange County Health Department Plan check division. <b>INFORMATION ONLY</b> 2. RCC Questions regarding ASI#03 <ul style="list-style-type: none"> <li>a. Densglass on plans. Should this be drywall? <b>BIC Berliner - OPEN</b></li> <li>b. Roll up door removed? <b>BIC Berliner - CLOSED</b>  Berliner: Confirmed during meeting that it has been removed</li> <li>c. Air curtain removed? <b>BIC Berliner - CLOSED</b>  Berliner: Confirmed during meeting that it has been removed</li> <li>d. Grease interceptor removed? <b>BIC Berliner - CLOSED</b>  Berliner: Confirmed during meeting that it has been removed</li> </ul>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. ASI #3 for Servery OCHD comments. <b>INFORMATION ONLY (4/17/2018)</b>						
6.4	1	Owner Request for Estimates	David Rudge (Gafcon)	06/ 12/ 2018	Medium	Open
<b>Official Documented Meeting Minutes:</b> 1. ASI #3 for Servery <b>BIC: RCC - OPEN</b>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. ASI #3 for Servery OCHD comments. <b>INFORMATION ONLY (4/17/2018)</b>						
6.5	1	Contractor Change Order Request	David Rudge (Gafcon)	06/ 12/ 2018	High	Open
<b>Official Documented Meeting Minutes:</b> Upcoming PCOs <ul style="list-style-type: none"> <li>1. HVAC Skirt</li> <li>2. Submittal changes to Fire sprinkler</li> <li>3. Intrusion hardware</li> <li>4. ASI#03</li> <li>5. GYM flooring</li> </ul>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> Current PCOs <ul style="list-style-type: none"> <li>1. PCO#04 Credit for elimination of exterior window at east wall. Gafcon reviewing cost estimate (-\$101,259.00)</li> <li>2. PCO#05 Credit for deletion of anti graffiti coating, concrete floor finish, carpet and removing lockers, Gafcon reviewing cost estimate. (-\$28,203.00)</li> <li>3. PCO#06 Furnish and install rubberized gym flooring. Gafcon reviewing cost estimate. (+\$109,383.00)</li> <li>4. PCO#07 Plaster face of column at kitchen servery. Gafcon reviewing cost estimate. Cost (+\$4,138.00)</li> <li>5. PCO#08 Furnish and install sheet metal cap. Gafcon reviewing cost estimate. (+\$4,164.00)</li> <li>6. PCO#09 Provide power to thermostat EF-21. Gafcon reviewing cost estimate. (+\$497.00)</li> <li>7. PCO#10 Furnish and install power to HP-1. Gafcon reviewing cost estimate. (+\$357.00)</li> <li>8. PCO#11 Furnish and install power and switch to raise basketball backboard (+19,210.00)</li> </ul> Upcoming PCOs <ul style="list-style-type: none"> <li>1. HVAC Skirt</li> </ul>						

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# Meeting #22

			<ol style="list-style-type: none"> <li>2. Submittal changes to Fire sprinkeler</li> <li>3. Intrusion hardware</li> <li>4. ASI#03</li> <li>5. GYM flooring</li> </ol>			
6.6	1	Change Orders	David Rudge (Gafcon)	06/ 12/ 2018	High	Open
<b>Official Documented Meeting Minutes:</b> All CORS to date have been approved by the Owner. <b>INFORMATION ONLY</b> <ol style="list-style-type: none"> <li>1. COR#01 94 Day Non-Compensatory time extension approved/signed. <b>INFORMATION ONLY</b></li> <li>2. COR#04 Credit for elimination of exterior window at east wall. Gafcon reviewing cost estimate (-\$101,259.00)</li> <li>3. COR#05 Credit for deletion of anti graffiti coating, concrete floor finish, carpet and removing lockers, Gafcon reviewing cost estimate. (-\$28,203.00)</li> <li>4. COR#06 Furnish and install rubberized gym flooring. Gafcon reviewing cost estimate. (+\$109,383.00)</li> <li>5. COR#07 Plaster face of column at kitchen servery. Gafcon reviewing cost estimate. Cost (+\$4,138.00)</li> <li>6. COR#08 Furnish and install sheet metal cap. Gafcon reviewing cost estimate. (+\$4,164.00)</li> <li>7. COR#09 Provide power to thermostat EF-21. Gafcon reviewing cost estimate. (+\$497.00)</li> <li>8. COR#10 Furnish and install power to HP-1. Gafcon reviewing cost estimate. (+\$357.00)</li> <li>9. COR#11 Furnish and install power and switch to raise basketball backboard (+19,210.00)</li> </ol>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> <ol style="list-style-type: none"> <li>1. COR#1 94 Day Non-Compensatory time extension approved/signed. <b>INFORMATION ONLY</b></li> </ol>						

## 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
<b>Official Documented Meeting Minutes:</b> <ol style="list-style-type: none"> <li>1. Prisms passed test. <b>INFORMATION ONLY</b></li> <li>2. CCD 09 DSA has not approved. <b>INFORMATION ONLY</b></li> <li>3. CCD10 DSA Approved. <b>INFORMATION ONLY</b></li> <li>4. Deviation has been approved. <b>INFORMATION ONLY</b></li> </ol>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> <ol style="list-style-type: none"> <li>1. Steel Inspection. <b>ON GOING</b></li> </ol>						

## 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
<b>Official Documented Meeting Minutes:</b> <ol style="list-style-type: none"> <li>1. Review of As Builts. <b>ON GOING</b></li> </ol>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> <ol style="list-style-type: none"> <li>1. Review of As Builts. <b>ON GOING</b></li> </ol>						

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# Meeting #22

8.2	1	Inspection Documentation	Bill Dugan (Inland Inspections & Consulting)	06/ 12/ 2018	Medium	Open
<b>Official Documented Meeting Minutes:</b> 1. None noted <b>INFORMATION ONLY</b>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. None noted <b>INFORMATION ONLY</b>						

## 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
<b>Description:</b> Update of monthly payment application status.						
<b>Official Documented Meeting Minutes:</b> 1. Pay Application 07 should be in by the end of the week June 1st <b>BIC: RCC- OPEN</b> 2. Notice from Trinity IRON \$40,500 <b>INFORMATION ONLY</b> 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 <b>INFORMATION ONLY</b>						
<b>Previous Meeting Minutes:</b> <b>05/15/2018:</b> 1. Monthly payment app #06 reviewed and signed. <b>INFORMATION ONLY</b> 2. Notice from Trinity IRON \$40,500 <b>INFORMATION ONLY</b> 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 <b>INFORMATION ONLY</b>						

## 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
<b>Official Documented Meeting Minutes:</b> <b>1. R.C Construction Services</b> 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  <b>2. Inspector of Record</b> a. No comment at this time. <b>INFORMATION ONLY</b>  <b>3. Berliner</b> a. No comment at this time. <b>INFORMATION ONLY</b>  <b>4. Gafcon</b> a. We need inspector for the playground equipment. <b>INFORMATION ONLY</b> b. Weekly meetings to be every other week. <b>INFORMATION ONLY</b>  <b>5. MPS</b> a. No comments at this time. <b>INFORMATION ONLY</b>						

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## Meeting #22

	<p><b>Previous Meeting Minutes:</b></p> <p><b>05/15/2018:</b></p> <ol style="list-style-type: none"> <li><b>1. R.C Construction Services</b> <ol style="list-style-type: none"> <li>a. Playground Equipment. <b>INFORMATION ONLY</b></li> </ol> </li> <li><b>2. Inspector of Record</b> <ol style="list-style-type: none"> <li>a. No comment at this time. <b>INFORMATION ONLY</b></li> </ol> </li> <li><b>3. Berliner</b> <ol style="list-style-type: none"> <li>a. Window coordination with General Contractor Subcontractor. <b>INFORMATION ONLY</b></li> </ol> </li> <li><b>4. Gafcon</b> <ol style="list-style-type: none"> <li>a. We need inspector for the playground equipment. <b>INFORMATION ONLY</b></li> </ol> </li> <li><b>5. MPS</b> <ol style="list-style-type: none"> <li>a. No comments at this time. <b>INFORMATION ONLY</b></li> </ol> </li> </ol>
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Upcoming Events						
No	Meeting Origin	Title	Assignment	Due Date	Priority	Status
11.1	1	School Related Activities	Erdinc Acar ( <b>Magnolia Public Schools</b> )	06/ 12/ 2018	Low	Open
<p><b>Official Documented Meeting Minutes:</b></p> <p>1. School year ends June 7th. <b>INFORMATION ONLY</b></p>						
<p><b>Previous Meeting Minutes:</b></p> <p><b>05/15/2018:</b></p> <p>1. School year ends June 7th. <b>INFORMATION ONLY</b></p>						
11.2	1	Next Progress Meeting	David Rudge ( <b>Gafcon</b> )	06/ 12/ 2018	Low	Open
<p><b>Official Documented Meeting Minutes:</b></p> <p>1. The next meeting will held on June 12th, 2018 starting at 8:00am at the job site trailer. <b>INFORMATION ONLY</b></p>						
<p><b>Previous Meeting Minutes:</b></p> <p><b>05/15/2018:</b></p> <p>1. The next meeting will held on May 29th, 2018 starting at 9:30am at the job site trailer. <b>INFORMATION ONLY</b></p>						

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.





## Exhibit 6.5.2

## Meeting #23

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: 06/12/2018

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	
Justin Zhou	Berliner Architects	Tel: (310) 838-2100	justinz@berliner-architects.com	
Mike Lengyel	Gafcon	Tel: (858) 875-0010	mlengyel@gafcon.com	
David Rudge	Gafcon	Tel: (858) 875-0085	drudge@gafcon.com	
Ron Takaki	Gafcon	Tel: (858) 875-0071	rtakaki@gafcon.com	
Bill Dugan	Inland Inspections & Consulting	Tel: (951) 697-1000	bill.dugan@inlandinspections.biz	
Erdinc Acar	Magnolia Public Schools	Tel: (213) 628-3634	eracar@magnoliapublicschools.org	
Patrick Ontiveros	Magnolia Public Schools	Tel: (213) 628-3634	pontiveros@magnoliapublicschools.org	
Gary Baird	R.C. Construction Services, Inc.	Tel: (909) 829-3688	gary.baird@rcconstruction.com	
Jon Wollam	R.C. Construction Services, Inc.	Tel: (909) 829-3688	jon.wollam@rcconstruction.com	

### 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
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>            1. Meeting minutes from 05-15-18 <b>APPROVED</b></p>						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.





# Meeting #23

## 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
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>            1. None noted. <b>INFORMATION ONLY</b></p>						
2.2	1	Sub-Contractor Safety	Gary Baird (R.C. Construction Services, Inc.)	06/ 12/ 2018	High	Open
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>            1. Sub contractor safety talks. <b>ON GOING</b></p>						

## 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
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>            1. None noted. <b>INFORMATION ONLY</b></p>						

## 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
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>            1. Playground Inspector <b>BIC: MPS-OPEN</b></p>						

## 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
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>            1. RFI 117 Playground storm drain <b>BIC: Berliner - CLOSED</b>            2. ASI#03 Construction                a. Ceiling tile                b. Coved base tile                c. Epoxy paint                d. Long lead stainless steel counters</p>						

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# Meeting #23

		3. Playground surface color <b>BIC: Berliner - OPEN</b> 4. Signage color <b>BIC: Berliner - OPEN</b>				
5.2	1	Review of Previous Week Works	Gary Baird (R.C. Construction Services, Inc.)	06/ 12/ 2018	Low	Open
<b>Attachments:</b> <a href="#">RCC Completion Job Schedules 20180531.xlsx</a>						
<b>Previous Meeting Minutes:</b> <b>05/29/2018:</b> 1. Refer to attached look ahead schedule. INFORMATION ONLY						
5.3	1	2 Week Look Ahead Schedule		06/ 12/ 2018	Medium	Open
<b>Description:</b> Work in progress and upcoming work.						
<b>Attachments:</b> <a href="#">RCC Completion Job Schedules 20180531.xlsx</a>						
<b>Previous Meeting Minutes:</b> <b>05/29/2018:</b> 1. Refer to the attached completion look ahead schedule. <b>INFORMATION ONLY</b>						
5.4	1	Baseline/Monthly Project Schedule Updates	Jon Wollam (R.C. Construction Services, Inc.)	06/ 12/ 2018	Medium	Open
<b>Previous Meeting Minutes:</b> <b>05/29/2018:</b> 1. Monthly Schedule update will be sent out with Pay application 07 <b>BIC: RCC - OPEN</b>						

## 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
<b>Attachments:</b> <a href="#">MSA-GYM Submittal Log Report Full 2018-04-30.pdf</a>						
<b>Previous Meeting Minutes:</b> <b>05/29/2018:</b> 1. Submittal Log Status <ol style="list-style-type: none"> <li>Submittals to date 110</li> <li>Submittals approved to date 79</li> <li>Submittals in review 0</li> <li>Submittals revise and resubmit</li> <li>Submittals closed 31</li> </ol> 2. Critical Submittal's <ol style="list-style-type: none"> <li>Aluminum transaction window <b>BIC: RCC CLOSED- Pending RFI Response from A/E</b></li> <li>Playground R1 has been submitted <b>BIC: Berliner CLOSED</b></li> </ol> 3. Refer to attached submittal log dated 05/29/2018 <b>INFORMATION ONLY</b>						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

Please contact Gafcon, Inc. if there are any discrepancies or questions with the content of these minutes.



# Meeting #23

6.2	1	RFIs	Richard Berliner ( <b>Berliner Architects</b> ), David Rudge ( <b>Gafcon</b> )	06/ 12/ 2018	High	Open
<p><b>Attachments:</b>  <a href="#">RFI Log Report 20180529.pdf</a></p>						
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>  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 <b>INFORMATION ONLY</b>  4. More information needed  a. None</p>						
6.3	1	ASI's/Bullitens/CCD's	David Rudge ( <b>Gafcon</b> )	06/ 12/ 2018	High	Open
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>  1. ASI#03 regarding the Servery has been approved by the Orange County Health Department Plan check division. <b>INFORMATION ONLY</b>  2. RCC Questions regarding ASI#03  a. Densglass on plans. Should this be drywall? <b>BIC Berliner - OPEN</b>  b. Roll up door removed? <b>BIC Berliner - CLOSED</b>  Berliner: Confirmed during meeting that it has been removed  c. Air curtain removed? <b>BIC Berliner - CLOSED</b>  Berliner: Confirmed during meeting that it has been removed  d. Grease interceptor removed? <b>BIC Berliner - CLOSED</b>  Berliner: Confirmed during meeting that it has been removed</p>						
6.4	1	Owner Request for Estimates	David Rudge ( <b>Gafcon</b> )	06/ 12/ 2018	Medium	Open
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>  1. ASI #3 for Servery <b>BIC: RCC - OPEN</b></p>						
6.5	1	Contractor Change Order Request	David Rudge ( <b>Gafcon</b> )	06/ 12/ 2018	High	Open
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>  Upcoming PCOs  1. HVAC Skirt  2. Submittal changes to Fire sprinkler  3. Intrusion hardware  4. ASI#03  5. GYM flooring</p>						
6.6	1	Change Orders	David Rudge ( <b>Gafcon</b> )	06/ 12/ 2018	High	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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# Meeting #23

<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>  All CORS to date have been approved by the Owner. <b>INFORMATION ONLY</b></p> <ol style="list-style-type: none"> <li>1. COR#01 94 Day Non-Compensatory time extension approved/signed. <b>INFORMATION ONLY</b></li> <li>2. COR#04 Credit for elimination of exterior window at east wall. Gafcon reviewing cost estimate (-\$101,259.00)</li> <li>3. COR#05 Credit for deletion of anti graffiti coating, concrete floor finish, carpet and removing lockers, Gafcon reviewing cost estimate. (-\$28,203.00)</li> <li>4. COR#06 Furnish and install rubberized gym flooring. Gafcon reviewing cost estimate. (+\$109,383.00)</li> <li>5. COR#07 Plaster face of column at kitchen servery. Gafcon reviewing cost estimate. Cost (+\$4,138.00)</li> <li>6. COR#08 Furnish and install sheet metal cap. Gafcon reviewing cost estimate. (+\$4,164.00)</li> <li>7. COR#09 Provide power to thermostat EF-21. Gafcon reviewing cost estimate. (+\$497.00)</li> <li>8. COR#10 Furnish and install power to HP-1. Gafcon reviewing cost estimate. (+\$357.00)</li> <li>9. COR#11 Furnish and install power and switch to raise basketball backboard (+19,210.00)</li> </ol>						
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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
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>  1. Prisms passed test. <b>INFORMATION ONLY</b>  2. CCD 09 DSA has not approved. <b>INFORMATION ONLY</b>  3. CCD10 DSA Approved. <b>INFORMATION ONLY</b>  4. Deviation has been approved. <b>INFORMATION ONLY</b></p>						

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
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>  1. Review of As BUILTs. <b>ON GOING</b></p>						
8.2	1	Inspection Documentation	Bill Dugan (Inland Inspections & Consulting)	06/ 12/ 2018	Medium	Open
<p><b>Previous Meeting Minutes:</b>  <b>05/29/2018:</b>  1. None noted <b>INFORMATION ONLY</b></p>						

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

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.

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# Meeting #23

	<b>Description:</b> Update of monthly payment application status.
	<b>Previous Meeting Minutes:</b> <b>05/29/2018:</b> 1. Pay Application 07 should be in by the end of the week June 1st <b>BIC: RCC- OPEN</b> 2. Notice from Trinity IRON \$40,500 <b>INFORMATION ONLY</b> 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 <b>INFORMATION ONLY</b>

## 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	
		<b>Previous Meeting Minutes:</b> <b>05/29/2018:</b> <b>1. R.C Construction Services</b> 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  <b>2. Inspector of Record</b> a. No comment at this time. <b>INFORMATION ONLY</b>  <b>3. Berliner</b> a. No comment at this time. <b>INFORMATION ONLY</b>  <b>4. Gafcon</b> a. We need inspector for the playground equipment. <b>INFORMATION ONLY</b> b. Weekly meetings to be every other week. <b>INFORMATION ONLY</b>  <b>5. MPS</b> a. No comments at this time. <b>INFORMATION ONLY</b>					

## 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	
		<b>Previous Meeting Minutes:</b> <b>05/29/2018:</b> 1. School year ends June 7th. <b>INFORMATION ONLY</b>					
11.2	1	Next Progress Meeting	David Rudge (Gafcon)	06/ 12/ 2018	Low	Open	
		<b>Previous Meeting Minutes:</b> <b>05/29/2018:</b> 1. The next meeting will held on June 12th, 2018 starting at 8:00am at the job site trailer. <b>INFORMATION ONLY</b>					

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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# ISA-1 New High School Project July, 2018



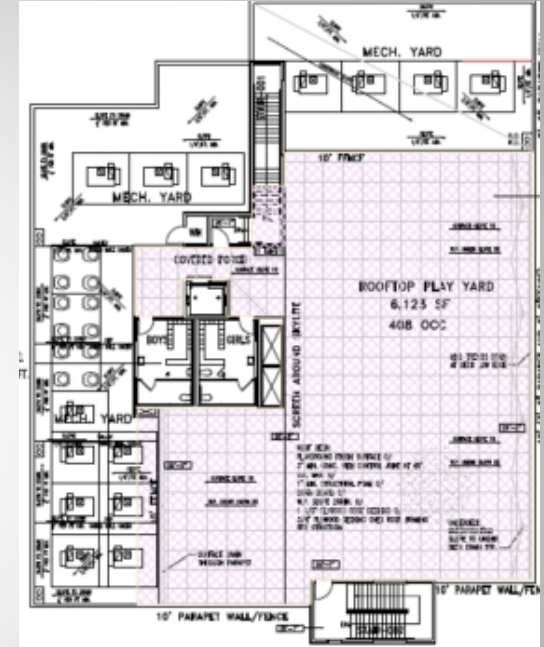
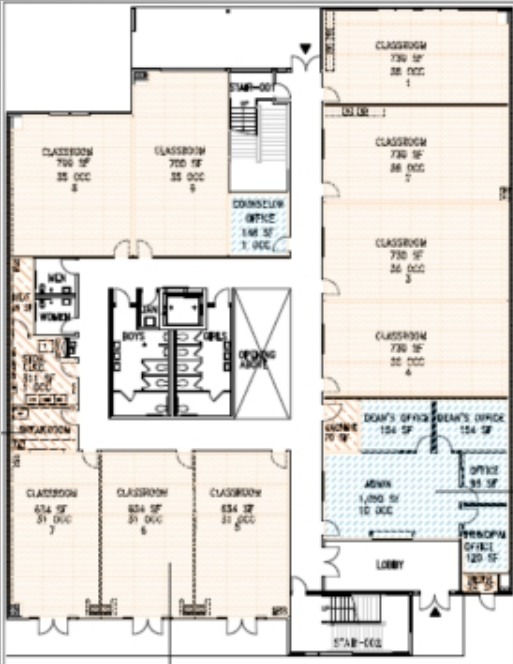
# MSA-1 New High School Project

## Scope of Work

- New High School Classroom Building
- Existing Middle School Classroom Building
- Solar Shade Shelter
- Master Planning
- Site Development



# MSA-1 New High School Project New High School Classroom Building



New building has twenty classrooms, plus admin space, plus rooftop basketball court. New building will hold high school, existing building will hold middle school.

# MSA-1 New High School Project

## New High School Classroom Building

### Contract Status

- General construction contract awarded to Oltmans Construction Company on May 14<sup>th</sup>.
- Limited NTP issued May 15<sup>th</sup>, and Oltmans immediately began work
- Full contract start date 6/11/18
- Contract documents are finalized

**There are no contract issues at this time.**

# MSA-1 New High School Project

## New High School Classroom Building

### Administration

- VE effort done, design changed to accept changes
- Subcontractor and supplier buyout complete
- Contractor contingency has increased by \$100k
- Subcontracts being written - all early packages done - finishes remaining
- Cost reporting system and control systems defined and loaded - first pay application in July
- Pending changes - approx. \$170k, half planned, half new - well within budgeted amount - first change order to Board in

# MSA-1 New High School Project

## New High School Classroom Building Design

- Technical submittal process well underway – all early packages and structural packages approved – turnaround times good
- Requests for Information – 27 submitted/6 outstanding – turnaround times good
- Completing independent consultant review of rooftop assembly structure – 2<sup>nd</sup> opinion – will generate some design changes and improvements

**There are no administrative issues**

# MSA-1 New High School Project

## New High School Classroom Building

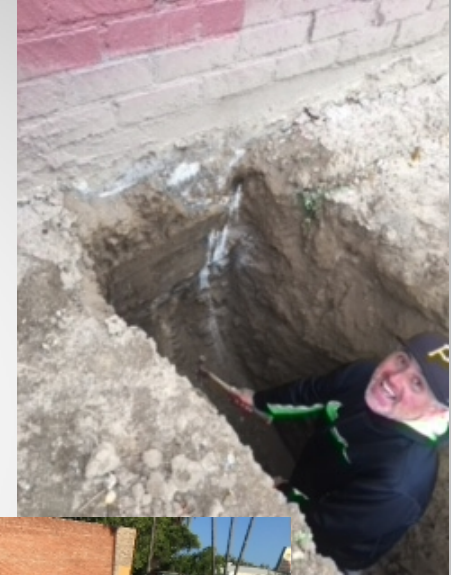
### Permits and Inspection

- Building Permits
  - all current building permits pulled (excavation, building, engineering, electrical, mechanical)
  - deferred approvals/permits outstanding for elevators, fire sprinklers and alarms (normal and in process)
- City Inspection
  - Kickoff meetings held, fully mobilized
  - All inspections to date passed
- MSA Inspection
  - Consultants on board and mobilized
  - Overall QA/QC plan being developed
  - All inspections to date passed
  - Beginning commissioning coordination

**There are no permit or inspection issues at this time.**



# Excavation has begun...



The top 4 feet of soil gets removed and re-compacted...  
Depth has been confirmed...  
A few surprises were uncovered...  
Situation normal and moving

# MSA-1 New High School Project

## New High School Classroom Building Construction

- Oltmans general conditions
  - Mobilized and most support in place
  - Adding security features at site and storage areas
  - String of security issues are alarming, being managed
- Mass excavation and recompaction – first major construction activity – supports the building – done.
- Underground utilities – electrical, civil and plumbing that goes under footings – will be done this week.
- Footing concrete – begins next week



# MSA-1 New High School Project

## New High School Classroom Building Schedule

Contract Schedule - 330 days from full NTP

- Schedule start date is June 11, 2018
- Detailed CPM schedule submitted and in compliance
- Schedule is not overly aggressive or overly conservative, looks practical
- Advanced buy-out of materials and equipment underway to protect price and schedule

**There are no schedule issues at this time.**

# MSA-1 New High School Project

## New High School Classroom Building

### Budget and Cost

Contract awarded with GMAX of \$7,392,479

- Majority of subcontractors now under fixed price contracts.
- Risk - completing buyout/contracting of subcontractors and suppliers within estimate - well underway and under budget
- Risk -materials escalation - now have successfully placed majority of materials under fixed price contracts and pursuing early delivery to lock price - well underway and working
- Changes - Shifting 2 large items from MSA to Oltmans - only minor changes to date - all planned and within budget
- Shifting Oltmans cost elements to maximize CSFIG cost recovery - will be higher CSFIG revenue than anticipated in approved budget

# **MSA-1 New High School Project New High School Classroom Building Oltmans Summary**

**Oltmans is fully launched.  
Everything remains on track.  
Work on site has begun, and will  
now go fast.**

# MSA-1 New High School Project

## New High School Classroom Building

### Interim Capacity



- MSA-1 growing from 450 students to 900 students
- Admitted +100 more students 2018-19
- Located additional interim space Bible Fellowship campus - now leased
- 6 classrooms, admin space, athletic field, 10 minute walk from MSA-1
- Potential long-term relationship, expand MSA-1 to add elementary grades

# The Bible Fellowship Campus

Will take some work to get ready

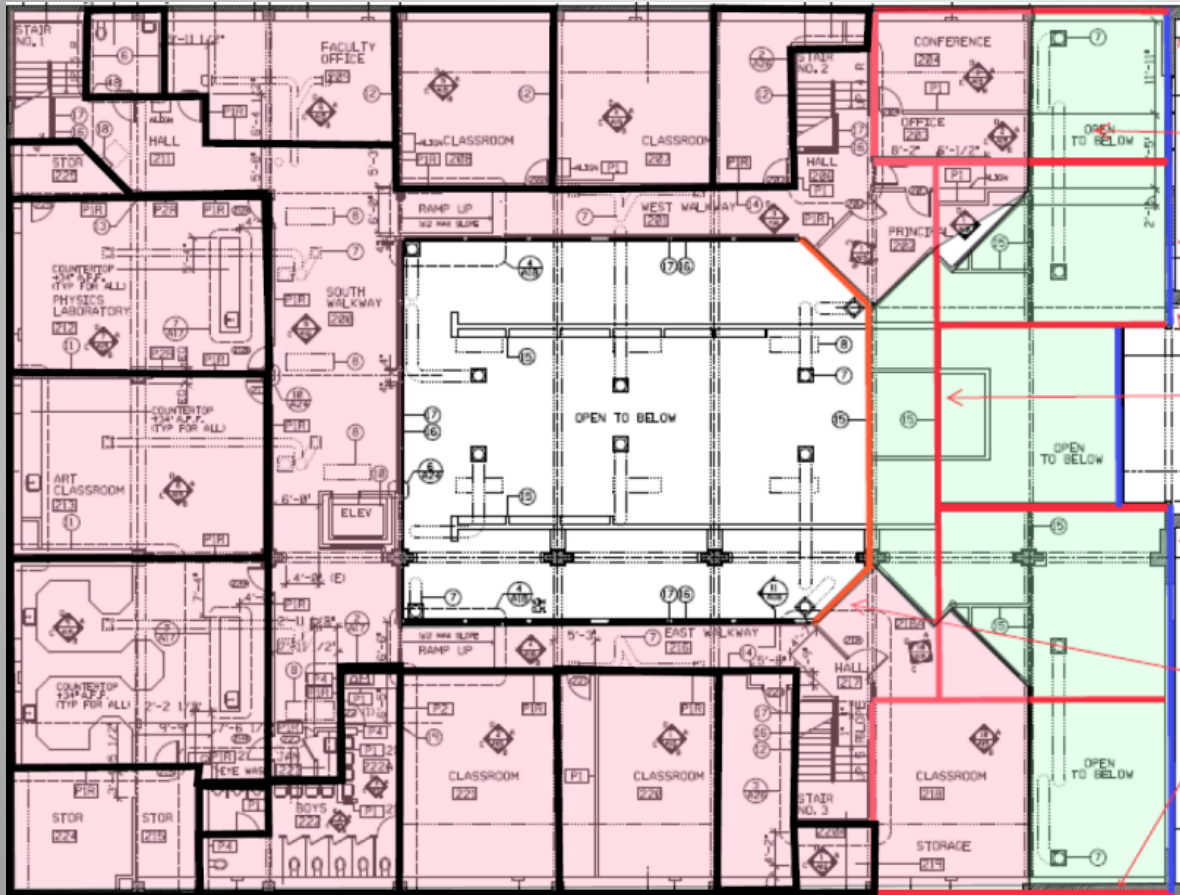
- Lease finalized
- Need to take possession and organize classrooms
- Used furniture donation fulfills majority of need
- Staff being organized to address separate campus
- LACOE formal approvals required (informal approval already received)

**There are no issues at this time with  
TBBF campus**

# MSA-1 New High School Project

## Existing Middle School Classroom Building

### SCOPE



- Seismic Upgrades – floor and roof connections to walls
- Expand 2<sup>nd</sup> floor – gain 4 classrooms, improve circulation
- Prop 39 Improvements – LED lighting, modern HVAC
- General Renovation – facelift



# Existing Middle School Classroom Building

## Building

### SEISMIC ISSUES

Structural Investigation – 1<sup>st</sup> phase complete, draft ASCE report prepared, findings:

- Very weak or non-existing connections between roof and floor and exterior walls
- In an earthquake, walls move and roof and second floor can collapse
- Creates serious risk of loss of life in an earthquake
- Risk of serious earthquake is high (San Andreas 99% within 26 years)

Issue should be recognized and plan adopted





# MSA-1 New High School Project Existing Middle School Classroom Building

## SEISMIC ISSUES

Third round of seismic investigation completed. Proposed 2<sup>nd</sup> floor expansion/seismic renovation remains practical and cost-effective

- Will complete structural design - summer 2018
- Permit process then bidding and award - fall 2018/winter 2019
- May be able to begin seismic retrofits while building occupied - less disruptive than alternatives
- May have to defer Sherman Way side of building until new HS building complete, and able to vacate Sherman Way side of MS building - Spring 2019

**We are pushing forward with seismic renovation ASAP. There have been no surprises in the third round of investigation.**

# MSA-1 New High School Project Solar Shade Shelter



Initial goal –  
cover outdoor  
dining area only  
and provide  
power to MS  
Building

Now – much  
larger, outdoor  
dining and  
basketball court  
power to both  
buildings



# MSA-1 New High School Project Existing Middle School Classroom Building

## Mechanical and Electrical Renovation

- Current HVAC system failing and cannot be replaced in kind (wrong equipment, bad installation, illegal refrigerant)
- Mechanical engineer on board and proceeding with HVAC replacement design
- Goal to have D/B procurement package ASAP
- Goal to make package CSGIG and Prop 39 eligible

We are pushing forward with this work as quickly as possible. System is barely supporting school right

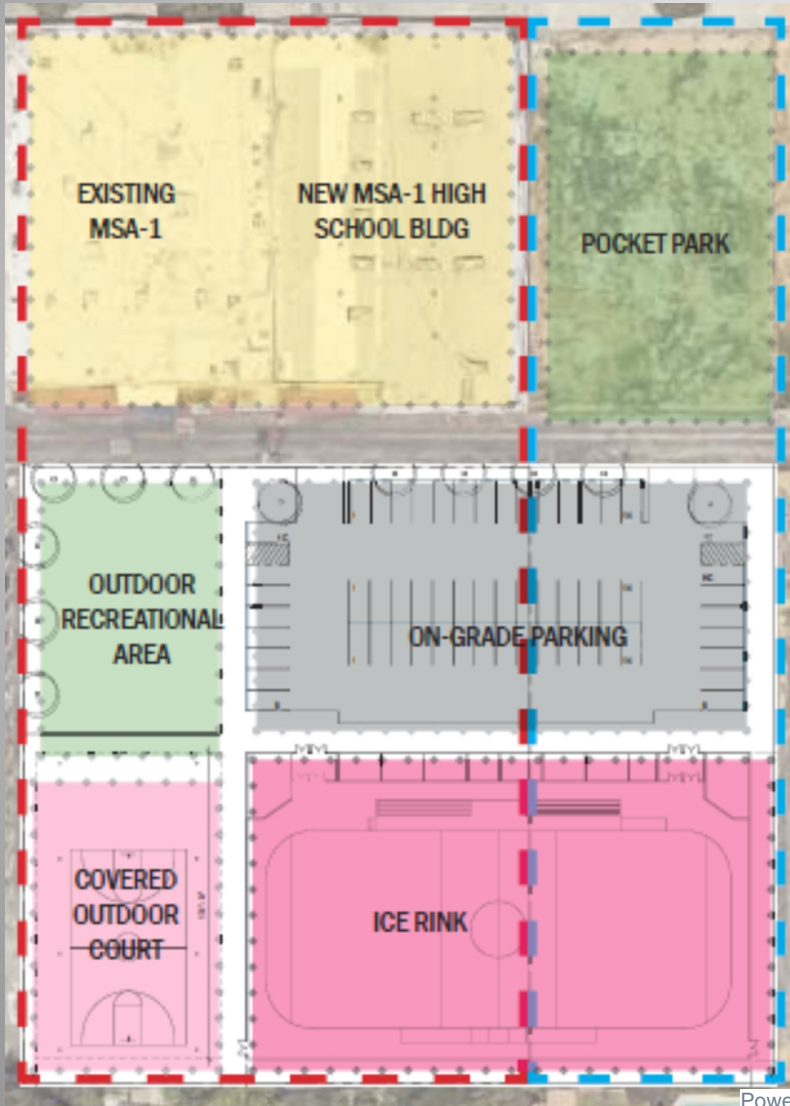
# MSA-1 New High School Project Solar Shade Shelter

Original concept was for energy savings to cover cost of structure and shade shelter to self-finance

- Project is technically feasible, but not economically feasible
- Cummings contract being terminated
- Now exploring non-solar alternatives – will wait to work with City project

**Project is not viable economically – have to explore alternate methods of providing outdoor covered space.**

# MSA-1 New High School Project Master Planning



- Initial goal to support zone change
- Current goal - zone change and Ice Rink partnership

# MSA-1 New High School Project Master Planning

- MSA needs outdoor dining, recreation and parking - fits on site, but tight, little room for future gymnasium
- Ice Rink does not fit on City parcels - City needs more space for support spaces (lockers)
- Sharing parcels allows combined parking, shared support space, maybe gymnasium, and leaves more space for outdoor recreation - both sides benefit
- Initial meeting with City very positive. Cannot do substantive discussion until land transfer completed this summer.

**No change. This concept still looks viable. We are waiting on the City**

# MSA-1 New High School Project Site Development

- Placeholder site development plan was permitted and included in Oltmans scope
- Oltmans scope will be modified based on Master Planning + City negotiations
  - could be pulled if Ice Rink progresses
  - If no Ice Rink, will require minimal refinement
- Now putting solar on hold – allow more flexibility in Ice Rink negotiations
- Final decision not required until 2019, leaves room to fully explore Ice Rink potential.

**No change. We have the time and flexibility to work this deal.**



# MSA-1 New High School Project

## Overall Budget

- New High School Building – Adopted Budget \$11,355,997
  - Budget adequate, no changes since adoption
  - Buyout proceeding, no issues, on budget
  - Small changes to date will come from contingency
  - Value Engineering almost done, has increased contingency
  - Forecast remains to meet budget
  - Attempting to recover additional CSFIG funds, reduces interschool loan size
- Prop 39 projects – Placeholder Budget \$250,000
  - Must keep scope within budget
  - Materials costs increasing rapidly
  - Prioritize HVAC over lighting to ensure adequate funds
- Existing Building – Placeholder Budget \$700,000
  - Must complete seismic investigation to define scope
  - Seismic scope will drive budget
  - Available funds inadequate, cannot do estimate without design concept
- Solar Shade Shelter – Placeholder Budget \$-0-
  - On hold, looking for alternative plan

**No change – project remains on approved budget**